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ABSTRACT

Building School Media Collections, an Institute for Training in Librarianship, was held in the University of North Carolina at Greensboro in the spring of 1971 to provide opportunity for 35 practicing school librarians to extend and upgrade their competencies in the selection of instructional materials. The Institute featured lectures and other presentations on key topics, each followed by group discussion; small group study of specific problems and issues in building school media collections; and individual or team work by participants leading to the development of policy statements for selection and acquisition of materials. (Author/MM)

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NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR: Building School Media Collections

AT: The University of North Carolina at Greensboro

Greensboro North Carolina 27412

DATES: February 20, 1971 to May 1, 1971 (part-time)

SUBMITTED BY: Mary Frances K. Johnson, Director

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PREFACE

The Institute for Training in School Librarianship held at the University of North Carolina at Greensboro on ten Saturdays from February 20, 1971, to May 1, 1971, was operated in cooperation with the Department of Health, Education, and Welfare, United States Office of Education, under the provisions of Title II-B, Higher Education Act of 1965, as amended, Contract No. OEG-0-0-430003-0540 (319).

Mary Frances K. Johnson

INSTITUTE ON BUILDING SCHOOL MEDIA COLLECTIONS

I. INTRODUCTION

Building School Media Collections, an Institute for Training in Librarianship, was offered by the University of North Carolina at Greensboro (UNC-G) in the spring of 1971 to provide opportunity for thirty-five practicing school librarians, including school library supervisors, to extend and upgrade their competencies in the selection of instructional materials. The Institute was designed to respond to a combination of forces which have made the selection of materials in print and audiovisual forms both more critically important and more complex. Current pressures include the mandate of the 1969 Standards for School Media Programs for unified media centers in individual schools; the rapid emergence of new media formats; the proliferation of materials in all media forms; gaps in trade bibliographies and evaluative selection tools; new marketing and "packaging" approaches used by vendors; new demands for educational media generated by trends in curriculum and instruction; the Right to Read Effort; limited time and access to examination collections, on the part of practicing librarians; and changes in the distribution of state aid for instructional materials, in North Carolina and Virginia.

Objectives of the Institute were to assist participants:

1. To develop increased awareness, knowledge, and understanding of trends in curriculum and instruction and their implications for school media collections.

2. To become more sensitive to and informed about content and format factors influencing students' preferences in print and nonprint materials.

3. To extend their knowledge of criteria, selection tools, and processes for evaluation and acquisition of materials.

4. To extend their knowledge of currently available resources in print and nonprint media formats, with emphasis on materials to meet needs of students in critical areas.

5. To gain competence in defining and administering effective selection policies and procedures.

II. PROGRAM OF THE INSTITUTE

A. Components

The Institute program featured (1) general session presentations on key topics in the building of school media collections, each providing for questions and discussion, (2) work by participants in study groups, (3) interest group sessions elected by participants, (4) independent study opportunities, and (5) informal activities. A typical day's schedule follows.

Morning

8:30	Coffee
9:00	General Session Presentation
10:30	Coffee Break
10:45	Continuation of Presentation, or Independent Study Time
11:45	Break
12:00	Lunch

Afternoon

1:15	Study Groups
2:15	Break
2:30	Choice of Interest Group Sessions, Independent Study, or Individual Conferences with Study Group Leaders
4:00	Announcements (in general session)
4:15	Adjournment

1. General Sessions

February 20 (Session I). Keynote lecture on bases for building school media collections: the relationship of collection to program; principles for collections; the role of the school media specialist. Guest lecturer: Mary V. Gaver.

February 27 (Session II). Two films were presented and discussed: Resources for Learning (McGraw-Hill), used to provide a survey of media forms and modes of use, and At the Center (ALA), used to initiate discussion of the uses of media and the role of the media specialist in working with students and teachers.

Also on February 27, a multimedia presentation on ecology, locally designed, was provided to reinforce awareness of the contributions of various media formats and approaches in use of media. Consultants: Dr. W. Hugh Hagaman and Michael H. Molenda.

March 6 (Session III). Presentation on building media collections that are responsive to student populations served: exploration of the dimensions of relevance in materials, with emphasis on multiethnic materials. Guest lecturer: Mrs. Alice Rusk.

Supplementary presentation on tools for use in selection and acquisition of media: a survey of the status of bibliographic control available in trade bibliographies, indexes, evaluative lists, and reviewing media. Mary Frances K. Johnson.

March 13 (Session IV). Lecture on alternatives in organization for instruction--vertical organization approaches (grading, multigrading, nongrading) and horizontal organization approaches (team teaching, etc.)--and their implications for the use of media. Guest lecturer: Dr. Marian P. Franklin.

Supplementary lecture on trends in the publishing and production of instructional materials. Cora Paul Bomar.

March 20 (Session V). Lecture and discussion on the development of selection policies, emphasizing the nature of working policies, the obligation to support intellectual freedom, critical areas in selection, and processes for the formulation of the individual school selection policy. Guest lecturer: Mary V. Gaver.

March 27 (Session VI). Long-range planning for school media collections: discussion of the implications of Planning, Programming, Budgeting Systems (PPBS) for collection building; and analysis of valid objectives for collections vs. "myths" that frequently serve as guides (e.g., false concepts of balance in collections, overemphasis on numerical adequacy, print bias). Guest lecturer: Mae Graham.

Supplementary presentation on problems in current marketing practices that require special care, e.g., "package deals," lease-purchase plans, remaindering, direct sales approaches bypassing media specialists, telephone sales campaigns. Pauline Myrick.

April 3 (Session VII). Lecture on approaches to curriculum (traditional, structural, behavioral, and environmental) and the earmarks of each, including materials needed and type of library program fostered. Guest lecturer: Dr. Dwight F. Clark.

Lecture on funding for school media collections: the roles of local, state, and Federal funds in the development of school media collections; trends and changes in funding at each of these levels. Guest lecturer: James W. Carruth.

April 17 (Session VIII). Lecture on system-level and system-wide approaches in the evaluation of instructional media, focusing on school system functions to support selection at the building level. Guest lecturer: Dr. Richard L. Darling.

April 24 (Session IX). Presentation on the Right to Read Effort, based on use of the new sound filmstrip set, "Sound and Light for the Right to Read." Guest lecturer: Virginia H. Mathews.

2. Study Groups

Institute participants were divided into three study groups of eleven-twelve members each. The study groups, which met for an hour or longer at each Institute session, were structured to provide a cross-section of school levels served and school systems represented. Study group leaders were Cora Paul Bomar, Mary Frances K. Johnson, and Pauline Myrick.

The study groups provided a forum for discussion and a means for guiding individual participants. One important function was to provide a setting for fuller discussion to follow up general session presentations. Another major function was to guide each participant in developing a selection policy for his individual school. Study group leaders worked with their groups in discussion of selection policy elements and in review of drafts for segments of the policy, which participants were required to submit periodically.

Another function of the study groups was guidance of participants in work, within subgroups, on topics of special interest. The study group leaders helped participants identify topics for investigation, conduct their study, and develop a report: an oral presentation made at the final Institute session on May 1. Nine subgroups were formed to explore topics of mutual interest to several participants, as follows:

Reevaluating existing collections (two subgroups which later combined forces)

Role of paperbacks in media collections

Long-range plan for extending newer media holdings and their use (an individual project for one school)

Meeting needs of slow/reluctant readers

Involving teachers and students in selection

Orienting high school students to media center resources and their use

Developing interest centers to stimulate independent use of materials on a multimedia basis

Meeting problems of curriculum changes.

A final purpose of the study group structure was to provide a convenient means for coordinating Institute arrangements. Each study group session provided time for participants to evaluate presentations made that day in general sessions, to sign up for forthcoming interest group sessions, and to schedule individual conferences with the study group leaders.

3. Interest Group Sessions

Optional presentations and workshops were made available in response to needs indicated by participants in their applications and in pre-Institute contacts. Most of these sessions were offered twice, so that all participants who wished to do so could take part.

February 27. Equipment Clinic: "catch-up" help in operation of audiovisual equipment. Dr. W. Hugh Hagaman and Michael H. Molenda. Evaluation of Materials: group appraisal of selected new materials, including sound filmstrips and multimedia kits. Ellen W. Day and Dorothy H. Rhame.

March 13 and 20. Approaches in Reading Instruction: review of major approaches, their emphases, methods, and materials used. Lou Bradley. Microforms in School Media Collections: uses of microfilm and microfiche, types of content available, related equipment, guides to selection. M. Sangster Parrott.

April 3 and 17. Film Evaluation: analysis of basic film techniques and appraisal of selected films, focusing on the 16mm film as art form and medium of communication. Michael H. Molenda. Selection and Use of Audiovisual Equipment (with specific topics for each session based on participants' requests). Dr. W. Hugh Hagaman.

4. Independent Study

Some time for independent study was provided in each Institute session by means of scheduled time for independent study or individual conferences with staff, or as an alternative to participation in an interest group session. In some cases, a portion of the study group session was used for this purpose.

5. Informal Activities

The Institute was conducted in ten all-day (Saturday) sessions, beginning at 9:00 a.m. and ending at 4:15 p.m., with participants commuting to these sessions. Informal activities were therefore limited to those which could be provided within this framework. Coffee was available at 8:30 each morning for early arrivals. A morning coffee break divided or followed each general session presentation and proved to be an effective "mixer" that brought about interaction among participants, staff, and visiting lecturers.

Arrangements for lunch were varied, by participants' choice. Group meals were arranged for six of the ten sessions. These served meals at a local woman's club provided a trip off campus, a hospitable environment, and excellent food. On the suggestion of the participants' planning committee (a committee of six participants representing the three study groups), seating was arranged at these luncheons for those who wanted to get together by level of school served. At the other four Institute sessions participants had free choice of luncheon arrangements.

The Institute format encouraged participants to interact with others in a variety of groupings: the general sessions, study groups and their subgroups, the interest group sessions, luncheon groups, etc.

B. Organization

As indicated previously, the Institute met for ten all-day sessions on Saturdays, beginning each session at 9:00 a.m. and closing at 4:15 p.m. The opening session was held February 20, 1971, and the final session, May 1, 1971.

Preceding the Institute all participants seeking academic credit (and all did) attended an orientation session held on January 30, 1971, at the time of graduate registration for the spring semester. All participants enrolled in "Building School Media Collections" (Education 668) for three semester hours of graduate credit.

C. Staff

1. Director

Mrs. Mary Frances K. Johnson, Assistant Professor (Library Education/Instructional Media), School of Education, UNC-G

2. Study Group Leaders

Miss Cora Paul Bomar, Assistant Professor (Library Education/Instructional Media), School of Education, UNC-G

Mary Frances K. Johnson

Mrs. Pauline F. Myrick, Director of Educational Media, Moore County (N.C.) Public Schools

3. Assistants

Mrs. Dorothy H. Rhame, Assistant Director, Media Services, Center for Instructional Media, UNC-G (instructional assistant)

Mrs. Lynn E. Vrooman, Graduate Student, School of Education, UNC-G (audiovisual services)

4. Secretary

Mrs. Elizabeth Kent

5. Lecturers and Consultants

General Session Presentations:

Mr. James W. Carruth, Director, Division of Educational Media, North Carolina State Department of Public Instruction

Dr. Dwight F. Clark, III, Assistant Dean, School of Education, UNC-G

Dr. Richard L. Darling, Dean, School of Library Service, Columbia University

Dr. Marian P. Franklin, Professor, School of Education, UNC-G

Miss Mary V. Gaver, Professor, Graduate School of Library Service, Rutgers University

Miss Mae Graham, Assistant Director, Division of Library Development, Maryland State Department of Education

Miss Virginia H. Mathews, Deputy Director, National Book Committee, Inc.

Mrs. Alice Rusk, Director of Library Services, Baltimore (Maryland) City Public Schools

Interest Group Sessions:

Miss Lou Bradley, Instructor, School of Education, UNC-G

Mrs. Ellen W. Day, Director, Media Services, Center for Instructional Media, UNC-G

Dr. W. Hugh Hagaman, Assistant Professor, School of Education, UNC-G

Mr. Michael H. Molenda, Lecturer, School of Education, UNC-G

Miss Margaret Sangster Parrott, Lecturer, School of Education, UNC-G

III. EVALUATION

A. Relations with the U.S. Office of Education

Relations with the U.S. Office of Education in both program and fiscal matters were excellent. No difficulties were experienced in negotiation, completion of the plan of operation, or operation of the Institute.

B. Relations with the University Administration

Strong support, encouragement, and assistance were generally available to the Institute Director. The Dean of the School of Education, the Registrar, and the manager of the University Book Store were particularly helpful with necessary arrangements. Transmittal of the Institute proposal and plan of operation was handled efficiently by the Graduate School staff.

Extensive assistance in the fiscal aspects of the Institute proposal was provided by the accounting office. Changes in personnel in accounting, including appointment of a new grant programs fiscal officer between the submission of the proposal and the development and implementation of the plan of operation, complicated somewhat the determination of final budget commitments in salaries, honoraria, and benefits for local staff. Such complications, however, were probably unavoidable. Prompt service was provided in the payment of stipends, dependency allowances, honoraria, and travel reimbursements to visiting lecturers.

Areas in which the University of North Carolina at Greensboro appears to be at some disadvantage, in capability to respond swiftly to grant program opportunities, include the necessity to allow a minimum of two weeks for internal processing of completed proposals, prior to the submission deadline; and the lack of sufficient personnel (and written directives) to assist grant program directors in fiscal arrangements, in such matters as salary schedules, appointments, and payment procedures, with the result that considerable time may be consumed in referrals from office to office.

C. Pre-Institute Preparation

1. Publicity

A press release on the Institute was carried in local and area newspapers immediately following announcement of the grant award in January 1970. New stories were sent to and published in the Bulletin of the North Carolina Association of School Librarians, North Carolina Libraries, Southeastern Librarian, Educational Media Bulletin (North Carolina State Department of Public Instruction), and Continuing Education for Librarians (American Library Association).

An information sheet on the Institute was duplicated for use in responding to inquiries received during the spring and summer of 1970, and 500 copies of this sheet were distributed at the fall 1970 biennial Work Conference of the North Carolina Association of School Librarians.

Approximately 1,400 copies of the Institute brochure were mailed to persons within the geographic area to be served by the Institute, as follows: librarians of individual public, private, and Federal schools in the eligible areas of North Carolina and Virginia; library/media supervisors or other school system administrative personnel in the school systems within the area; state education agency media supervisors in North Carolina and Virginia; others who requested information. Brochures sent to school system representatives were accompanied by cover letters and copies of the application forms.

2. Selection of Participants

Because of the part-time nature of the Institute, participants were selected from a geographic area within a radius of approximately 100 miles of Greensboro. The potential within this area is evidenced by the large Institute mailing list.

To be eligible for consideration, each applicant was required to: (1) hold a bachelor's degree, (2) hold or qualify for minimum state certification as a school librarian, (3) give evidence of current employment as a school librarian or school library supervisor, (4) provide assurance of continuing employment in this field for 1971-72, and (5) submit all required application materials, including transcripts of previous study, official score on a qualifying test (Graduate Record Examination, National Teacher Examination, or Miller Analogies Test), a reference from his school principal or other administrator, and a personal statement of needs and purposes in attending the Institute.

Criteria for final selection of participants from the eligible applicants stipulated that preference would be given to applicants who (1) had not attended a previous Federally-supported librarianship institute, (2) had high potential for continuing service, with respect to age and family responsibilities, (3) gave evidence in grades and test scores of potential for successful graduate study, (4) showed greatest need for further study in the content area of the Institute. It was further stipulated that of the thirty-five participants to be selected, no more than seven might be school library supervisors, the remainder to represent individual school librarians; and that geographic spread among the eligible school systems would be sought, other factors being equal.

Selection of thirty-five participants and nineteen alternates was accomplished by a selection committee consisting of the Institute

Director and the faculty of the Library Education/Instructional Media program, UNC-G. Each application was checked on receipt for completeness, after which its receipt was acknowledged. A two-part rating form was developed for evaluating applications; Part One (Objective Data) was completed for each application by the Director and secretary, after which each application was routed to three staff members, each of whom rated the applicant independently on the subjective data (Part Two of the rating form). Numerical scores for each of the three ratings, and their mean, were then computed. Applications were ranked by the mean rating scores as the basis for selection. This process, while time-consuming, assured objectivity and consistency in bases for selection. The rating form proved effective in discriminating between applicants on the basis of the stated criteria. One factor it could not measure was geographic spread--in the interest of which four applicants ranked lower than others selected from the same school systems were replaced by the four top-ranked applicants from other school systems.

A total of 104 completed (or substantially complete) applications was received by the deadline, with other applications and inquiries arriving late. Perhaps the outstanding observation concerning the applications was the large proportion of highly qualified applicants. A number, indeed, were over-qualified in terms of the Institute purposes and selection criteria. Relatively few applicants were technically ineligible for consideration due to type of employment, lack of employment, residence outside the stipulated area, or previous attendance at a Federally-supported librarianship institute.

Notification was made on January 4, 1971, to each participant selected and each alternate, and (in a second mailing on the same day) to applicants not selected.

All of the thirty-five participants selected accepted appointment and completed the Institute. Of the nineteen alternates, sixteen accepted appointment (but none could be invited to participate).

The thirty-five participants represented nineteen public school systems and one parochial school in North Carolina, and six public school systems in Virginia, for a total of twenty-six different administrative units. They included seventeen elementary school librarians, nine middle or junior high school librarians, nine high school librarians, and one school system library supervisor.

4. Program Planning

The Institute proposal was prepared primarily by Mary Frances K. Johnson and Cora Paul Bomar. The faculty of the Library Education/ Instructional Media program served as an initial planning group for the Plan of Operation and further planning, augmented as needed by the staff of the Center for Instructional Media and by the School of Education Director of Graduate Studies. Final decisions on program components, schedule, and study group structure (membership, purposes, means for evaluation, etc.) were reached in three all-day meetings of the Director and study group leaders.

All program participants were briefed on Institute plans by means of a copy of the Plan of Operation, an outline of program presentation topics and staff members, the session-by-session schedule, and a list of participants. All were given forms for use in reporting equipment needs; materials to be added to bibliographies, placed on reserve, or reproduced for distribution; and travel plans.

When the Institute began, the three study groups were asked to select two representatives each to serve an an Institute planning committee, which worked with the study group leaders on plans for the luncheons, program plans for the final session on May 1, and means to provide for informal discussions among participants by school levels.

D. Orientation of Participants

Following notification of selection (on January 4, 1971) and receipt of the participant's acceptance statement and stipend application form, each participant was sent a letter with information on procedures for admission into the Graduate School and for registration, with necessary forms to be completed and returned to the Director. Each participant likewise received specific information about the orientation session held on January 30 preceding the Institute, the agenda for which follows.

Coffee

Introductions

Overview of plans for the Institute: sessions, program emphases, requirements, the study group structure, basic schedule for sessions

Survey of interests and needs

Procedures: stipend payments, academic credit, Graduate School admission, registration

Participants were asked to indicate their suggestions for special interest group presentations and their preferences concerning luncheon arrangements. Each was asked to prepare by February 20 a written statement of his particular needs, problems, and interests in the area of collection building, for the guidance of the study group leaders.

A reminder letter was sent to participants prior to the opening session of the Institute on February 20.

E. Physical Facilities

Physical facilities for the Institute were excellent in all respects. The full facilities of the new Center for Instructional Media building (housing the School of Education administrative offices, the Library Education/Instructional Media instructional areas and faculty offices, and the Center for Instructional Media) were available for exclusive use by the Institute each Saturday, since no Saturday classes are offered.

All general sessions were held in the large-group classroom which provided ample, well-equipped space for a variety of presentation modes. A conference room was assigned to each of the three study groups. The graphics laboratory, television studio, and large-group classroom were used for special interest group sessions. The Center for Instructional Media library was used for independent and small group study, as were the preview rooms. The building's canteen, equipped with cafe tables and vending machines, was also well used—although coffee and tea were available throughout the day in the large-group classroom.

Ample parking was available surrounding the building.

Extensive resources were needed to support the Institute content, and the level of provision was high. Already available in the

Center for Instructional Media were broad collections of print and audiovisual materials for children and young people, including new materials for examination; an extensive reference collection of selection tools and reviewing media; and a professional library of print and audiovisual materials in the fields of library service and instructional media. Institute funds and loans from the University library were used for materials to augment these professional references. For the sake of convenience the Institute reserve collection was placed in the Center for Instructional Media. Many materials were prepared in mimeographed form for distribution to the participants. Extensive audiovisual equipment was available for staff and participant use.

The only difficulty encountered with physical facilities lay in the limited food service available on campus on Saturdays. A decision was made for served meals, at the six sessions for which group luncheons were scheduled, in order to enhance opportunities for informal interaction of participants, staff, and visiting lecturers. After one unhappy experience with the quality of food and service at a nearby motel, the remaining group luncheons were scheduled--by participant preference--at a local woman's club offering catered food service. The luncheons proved to be a highlight for most Institute participants, with delicious food and lively fellowship. On the recommendation of the participants,"free choice" lunches were scheduled for four Institute sessions, to reduce costs and allow those who wished it to squeeze in more independent study time.

F. Field Trips, Laboratory Work, Practica

The Institure format--ten Saturday sessions for commuting participants--did not lend itself to field trips.

Laboratory work was provided in several of the interest group sessions, e.g., audiovisual equipment selection and use (videotape recorder, local production equipment, general audiovisual equipment); evaluation sessions for appraisal of 16mm films and materials in other media formats. The small groups which formed within study groups, for investigation of topics of special interest, were at times involved in laboratory activities. Independent study time was used by a number of participants for examination and evaluation of instructional materials and equipment. More time for this activity would have been helpful, but could not be provided except at the loss of other experiences.

G. Staff

1. Participant Communication with Director and Staff

Three study groups were organized to facilitate ready communication between participants and staff, in view of the large number of participants (thirty-five). The study groups proved to be successful in accomplishing this purpose, as did coffee breaks, group luncheons, and the independent study time provided in the schedule. One limiting factor was the small amount of scheduled independent study time during which participants could schedule individual conferences with their study group leader and/or the director. The leaders were able to interview most participants at least once, however, and the study groups were sufficiently small (eleven-twelve members each) to permit considerable interaction and attention to individual concerns. On a scale of "good," "satisfactory," and "poor," participants rated their "ability to communicate freely with director and staff" as follows:

good (29), satisfactory (4), poor (1).

2. Full-time Staff

The full-time staff consisted of the director (who also served as a study group leader), two other study group leaders, an instructional assistant, an audiovisual assistant, and a secretary (full-time during the period of the Institute sessions). Of these, all but the secretary worked full-time during the Institute sessions, the secretary working in the mornings only, as needed.

The director and one other study group leader were regular members of the Library Education/Instructional Media faculty, School of Education, UNC-G, and their assignments were conducted as part of their teaching loads. The third study group leader is director of educational media in a North Carolina school system. Experienced as a staff member of institutes and workshops, she was a valuable contributor to the Institute program and participated fully in planning and evaluation activities.

The instructional assistant position was filled by a regular staff member of the Center for Instructional Media, UNC-G (after unsuccessful attempts to employ a qualified graduate assistant). Her extensive knowledge of resources and her group skills contributed importantly to the Institute program. She was kept busy assisting visiting speakers and staff with arrangements, participating in interest group sessions, locating materials, and giving reference assistance to participants. The audiovisual assistant, a student in the master's program in Library Education/Instructional Media, UNC-G, handled audiovisual equipment (reservations, set-up, and assistance in use), made audio tape recordings of all major presentations, assisted participants in equipment use, participated in interest group sessions involving equipment use, and served as Institute photographer.

Due to the large number of participants and the multiple activities conducted in a busy schedule at each of the ten sessions, it would have been very difficult to operate with a smaller staff.

In addition to the Institute staff, the Center for Instructional Media contributed (at no expense to the Institute) a student assistant to handle reception and circulation duties in the Center's library (normally closed on Saturdays during 1970-71).

3. Part-time Lecturers and Consultants

The Institute design gave emphasis to the use of guest lecturers selected on the basis of their expertise in a given area of significance to the overall topic, "Building School Media Collections." This emphasis was deliberate. Since participants were required to have completed basic preparation in library service, and because the Institute focused on upgrading competencies in collection building, it was believed that the use of outstanding speakers, coupled with work by participants in study groups, would provide greater impact and benefit than would traditional course approaches such as use of a text and/or a series of lectures by local staff. Evaluations by participants corroborated this belief.

Outstanding persons were obtained as guest lecturers for general session presentations. (For an outline of their topics, see Part II above, pages 3-5.)

Miss Mary V. Gaver, Professor, Graduate School of Library Service, Rutgers University (Feb. 20 and March 20)

Mrs. Alice Rusk, Director of Library Services, Baltimore (Maryland) City Public Schools (March 6)

Dr. Marian P. Franklin, Professor, School of Education, UNC-G (March 13)

Miss Mae Graham, Assistant Director, Division of Library Development, Maryland State Department of Education (March 27)

Dr. Dwight F. Clark, III, Assistant Dean, School of Education, UNC-G (April 3)

Mr. James W. Carruth, Director of Educational Media, North Carolina State Department of Public Instruction (April 3)

Dr. Richard L. Darling, Dean, School of Library Service, Columbia University

Miss Virginia H. Mathews, Deputy Director, National Book Committee, Inc. (April 24)

Guest lecturers for special interest group sessions were drawn from School of Education staff. (For an outline of their topics, see Part II above, pages 6-7.)

Miss Lou Bradley, Instructor (March 13 and 20)

Mrs. Ellen W. Day, Director, Media Services, Center for Instructional Media (February 20 and 27)

Dr. W. Hugh Hagaman, Assistant Professor (February 27, April 3 and 17)

Mr. Michael H. Molenda, Lecturer (February 27, April 3 and 17)

Miss Margaret Sangster Parrott, Lecturer (March 13 and 20)

Each of the guest lecturers was briefed on Institute program plans well in advance of his presentation. As noted by participants in their final evaluations, all speakers "had done their homework." All were well prepared, knowledgeable, and convincing.

Participants rated each visiting general session speaker twice (first, in the study group session on the day of the presentation, and second, in the final session of the Institute), using a five-point scale: "Very Useful," "Useful," "Undecided," "Possibly Useful," "Not Useful."

Virginia Mathews and Mary Gaver led the ratings of "Very Useful." Four of the speakers (Mathews, Gaver, Graham, Carruth) were rated as "Very Useful" by two-thirds or more of the participants; two others (Rusk and Franklin) were rated as "Very Useful" by more than half of the participants. Two speakers (Clark and Darling) were rated as "Useful" by the majority of participants. No speakers were rated as "Not Useful."

The special interest sessions were rated on the final day of the Institute by those who participated. The sessions on the selection of audiovisual equipment received the highest ratings: "Very Useful" (25) and "Useful" (4). Predominant ratings for other sessions were "Useful."

H. Unique Features of the Institute

The major requirement made of participants--the development in draft form of a selection policy for review, revision, and adoption by their individual school (or system, in the case of the one library supervisor)--made a unique contribution in that the participants and the schools they represented did not have an official selection policy document previously. Although a number of participants were from school systems which had system-wide policy statements, these statements tended to be too brief and general in nature to give adequate guidance to collection building at the individual school level. Thus, the situations represented were directly benefitted by the participants' development of draft policies, with guidelines for adoption and implementation of these policies locally. Since each policy statement was tailored by the participant to the needs of his particular situation, the work on it provided for integration of theory and practice.

A unique experience for participants was the opportunity to meet, hear, and talk with a number of outstanding national leaders, in a setting that promoted interaction.

The format of the Institute was unique to the Library Education/ Instructional Media program, UNC-G. Limitations in staff time, crowded physical quarters (prior to June 1970), and the scheduling of regular Saturday classes (before 1969-70) had presented obstacles to arranging continuing education opportunities other than regular courses scheduled as evening, Saturday, and summer session offerings. The Institute format provided for more intensive work over a shorter time period (seven hours per Saturday for ten sessions) than does the regular night class structure (three hours a session for fifteen sessions). Of equal importance was the less structured approach to content. Within the overall theme, "Building School Media Collections," flexibility was afforded in choice of topics and emphases, to respond to individual needs.

The excellent facilities and resources for the Institute and the quality of staff and organization, highly commended by participants, also deserve mention among unique features.

I. Use of New Materials/Media

The Institute facilities were ideally adapted to the use of new media and broad use of media was made by speakers and participants. Overhead transparencies and locally-produced color slides were used by most speakers, some of whom also used 16mm film clips, filmstrips, disc recordings, and audio tape recordings. The multimedia presentation given in an early general session utilized a variety of innovative techniques. Audio tape recordings were made for all major presentations, the staff having decided against making video tape recordings in the fear that spontaneity of presentation and discussion might be reduced.

Interest group sessions on audiovisual equipment selection and use, structured on the basis of specific requests made in advance by participants, gave those who attended help in uses of the videotape recorder, local production equipment, and general audiovisual equipment. Outstanding examples of 16mm art films were featured in the film evaluation interest group sessions.

As plans evolved for brief reports by the subgroups on the topics of their special investigation, at the final session on May 1, considerable local production of materials for presentation purposes was generated.

Throughout the Institute participants had full access to the extensive holdings of instructional and professional materials, in print and audiovisual formats, in the Center for Instructional Media. Much use was made of the cataloged collections and the new materials for examination, which included the Combined Paperback Book Exhibit collection of media on minorities in America, the current Books on Exhibit collections, and items furnished individually by publishers and producers. Carrels and preview rooms were stocked with audiovisual equipment for use in examining materials. As one participant wrote, "The Center for Instructional Media itself was a help in visualizing some of the newer media not previously familiar to us and seeing how they are handled."

J. Impact on Participants

1. Participants' Appraisals

At the final session on May 1, participants were given a block of time to write a personal statement indicating their summary impressions of the Institute and its effects.

Representative statements by participants as to what impressed them most are quoted below.

> As a result of the Institute I feel I have a better conception of a program and plan for the media center in which I work. Writing a selection policy has helped me to be more concrete in my thinking and more definite in my planning. The speakers have been stimulating and thought provoking. I have received new ideas and incentives to put them in force.
>
> The feeling after ten weeks is one of frustration--not by the Institute but from not being able to implement all of the many things we have covered. . . . Now the problem is to educate the faculty to the changing role of the media center in the school. . . . The Institute has given back to me the feeling I had when I graduated and took my first job as a librarian, that of true enthusiasm.
>
> I feel that I have gained more from the Institute than from any audiovisual or library course I have taken. The atmosphere was relaxed and the instructors were easily accessible for "just chatting."
>
> I sometimes felt rather rushed, having used Saturdays before for other duties, but I would not have traded this experience for all of the dusted furniture and mopped floors in the world!
>
> It's wonderful to know that Miss Mathews, Mrs. Rusk, Miss Gaver, and Dr. Darling are behind you, saying: Throw out the old. . . deal in quality. . . don't be bound by trivia. . . examine and question. . . and don't sit back--try to help bring about change.
>
> My chief praise is for the great attempt on the part of all speakers and the Institute leaders to keep everything practical, usable.
>
> I liked the positive approach taken by our leaders and guest speakers. I'm tired of excuses of why we are not educating our children--it was good to hear how it can be done.

> Everyone responsible for the planning and execution of the Institute has been genuinely concerned that each participant feel important to the undertaking.
>
> We have such feelings of isolation at times in our "one-media specialist" situations; this chance to interact with other media specialists has in itself been wonderful.
>
> I would love to maintain this sharing with other professionals--for its existence makes stagnation impossible.
>
> The best organized program of study I have ever had the opportunity to attend.
>
> The Institute has given me an opportunity to hear, read, and see a great many "broadening" ideas for extending my concept of the library to a concept of the media center. I was greatly impressed with the variety of approaches to achieving this unified concept. . . . I have been impressed with the organization of the Institute in that we were able to deal, in depth, with such a wide range of ideas, bring them together, and see how they could be applied practically to our individual situations.

Representative comments made by participants as to the Institute's impact on their situations follow.

> I've been taking in the materials distributed at the Institute, each Monday morning, for the two other librarians in my high school to read. We've discussed the speakers, pro and con. Many of the ideas we have passed along to the principal.
>
> I am starting work in July as library supervisor for our county. I cannot begin to relate how valuable the ideas and materials from the Institute will be.
>
> The selection policy which was such a labor for me finally set me on fire. I only hope that I can get it adopted and into higher places. I feel that I can be a better librarian because of this experience, but I've discovered that the more I learn the harder I'll have to work to be a good one.
>
> Each week I have gone back to my school with ideas that I have discussed with my principal, faculty, pupils, and patrons. Changes are already being made. . . and more are in the offing. . . . As an outgrowth of the writing of a selection policy, the Roanoke County school librarians will attempt to write one at the district level next year. My Director of Instruction has been generous in providing for reproduction of Institute "handouts" for all librarians in our district.

Many teachers from my school have read along with me (professional materials provided for the Institute) and we've purchased some of these for our collection.

Being involved in the process of seeking accreditation by the Southern Association of Colleges and Schools, the Institute has been a wonderful evaluation device for me.

I am already engaged with the principal, reading specialist, and elementary school supervisors in planning a different reading program for our school involving the Right to Read Effort. (This comment was written seven days after Virginia Mathews' presentation.)

Certainly, some changes will be seen in the selection of materials in thirty-five media centers. It would be nice to think that the selection policy documents could be adopted, but I feel that our efforts along that line were just a beginning and that much more time and effort should go into these before they are ready to be implemented.

Working on the selection policy document with my principal has led to closer cooperation and better mutual understanding.

The selection policy document for my school is the first for Asheboro. Perhaps I will start a trend.

I plan to use the work done in producing the selection policy to lead our school system to work with teachers, librarians, and administrators in drawing up a selection policy for the Martinsville City Schools. The superintendent has already given his approval for the development of a policy.

People are content and methods. This Institute is a case in point. The end became the by-product. If this is too philosophical, then more simply the building of media collections and the formulation of policies will naturally evolve in the hands of media personnel carefully informed and thoughtfully inspired.

2. Staff Evaluation

The involvement and enthusiasm of the participants was evident both to staff and to visiting lecturers.

The potential for impact on the participants' school situations was high, due to the format of the Institute and to the participants' use of their own schools as the frame of reference in the development of the selection policy document. Evidence of changes brought about by participation in the Institute, cited above in the participants' statements, showed up also in the study group discussions, the questioning of speakers, individual conferences, and plans incorporated in a number of the selection policies formulated by participants.

In the opinion of the study group leaders, major areas of impact included acceptance of the need for a cooperatively developed and officially adopted selection policy for the individual school; the formulation of draft versions to serve as a basis for official policies; acquisition of new ideas and increased information, including broader knowledge of resources for future professional help; and the stimulus and enthusiasm necessary for effecting improvement. Better understanding and cooperation between media specialists, administrators, and teachers was effected in several instances. A number of participants developed detailed long-range plans for the improvement of their schools' media collections.

Participants requested that copies of transparencies developed for use in Miss Gaver's presentations, as well as audiotapes of all general session lectures, be made available for their follow-up use with other librarians/media specialists in their school systems.

Publicity during the recruitment phase generated widespread interest in the Institute. The decision was made not to provide local mass media publicity on Institute sessions and guest lecturers, in order to avoid the possibility of numerous requests to attend Institute sessions. Instead, letters were sent to area school media supervisors, heads of media education programs in North Carolina, and state education agency media consultants in North Carolina and

Virginia, enclosing Institute program information and indicating that the limited space for guests would be assigned on a reservation basis. Likewise, students in the UNC-G program were given opportunity to sign up on a space-available basis, and participants were enabled to reserve space for a guest at an Institute general session. (Study group and interest group sessions were closed to non-participants.) Representatives from the Virginia State Board of Education, The Maryland State Department of Education, several library education programs in North Carolina, several area school systems, and the North Carolina State Library were guests at an Institute general session. Audio tape recordings of Institute general session and interest group session presentations have been placed in the North Carolina State Department of Public Instruction tape recording library, where they are available for purchase or duplication, with announcements sent to media education programs in the state.

K. Follow-up

After the close of the Institute, the study group leaders first worked independently to evaluate the work of their study group members, then combined their efforts for final evaluation.

A follow-up memorandum was sent to each participant when orders were filled for late photographs made at the final Institute session. Selection policy documents, turned in to study group leaders on May 1, were returned to participants with a cover memorandum summarizing suggestions for their revision.

At the request of the participants, through their Institute planning committee, tentative plans were made for a reunion to be held in the fall of 1971 at the time of the biennial conference of the North Carolina Library Association, which will be meeting in a location convenient to the Virginia participants.

Informal follow-up activities are continuing by means of individual contacts between staff members and participants.

L. Major Strengths

Major strengths of the Institute, on the basis of staff and participant evaluations, include the following factors:

1. The significant and timely subject, "Building School Media Collections"
2. The high quality of visiting speakers and staff
3. The favorable ratio of staff to students, which made possible much interaction and individual assistance
4. The effective organization of the Institute program and schedule, making for efficient and "comfortable" operation
5. The requirement that each participant draft a selection policy, which proved to be a significant and rewarding experience and which served as a unifying force for Institute activities
6. The high calibre of participants--their interest, involvement, and ability
7. The excellent facilities and resources available for the Institute
8. The informal, positive, constructive climate that emerged in the beginning and prevailed throughout the Institute.

M. Major Weaknesses

Both staff and participants experienced frustration, at times, due to the shortness of time available to accomplish so much. The time factor, given an Institute meeting in ten all-day sessions, was difficult to manage. Alternative schedules considered but rejected were to extend the number of sessions (discarded as too demanding of participants), or to extend the Institute to include Friday night as well as Saturday sessions (rejected as likely to reduce the geographic spread of participants or to interfere with their work days, and as an approach that would increase significantly the cost to participants). It was apparent that the length of a given day's session could not be extended productively.

In the views of participants and staff, the schedule for each day's session, although demanding, was generally well-balanced, with appropriate blocks of time for breaks, for luncheon, etc. The pace was good. As one participant put it, "We had no wasted time; the tempo was fast; everything moved; the day flew because everything was so well organized and interesting."

The time limitations were felt most keenly in the crowded study group sessions and the limited provision of independent study time. In the study group sessions, time did not always allow for adequate follow-up discussion of speakers' presentations, in addition to necessary work on selection policies and guidance to the subgroups in their work. A few participants indicated need for more individual conference time than was available. A considerable number wanted more independent study time for use in examining and evaluating new instructional materials available in the Center for Instructional Media. Generous loan privileges enabled them to borrow materials for field testing in their schools, helping to some extent to reduce their frustrations.

An area in which pre-planning and preliminary briefing of visiting lecturers was sometimes less than successful was in honoring time limits for presentations--and the director and participants found it hard to cut off discussion. The result was the loss of some scheduled independent study time.

The timing of the recruitment effort was planned to provide a period of about six weeks following the mailing of Institute brochures and related publicity in the fall of 1970. Less time proved to be available in the case of some Virginia school systems in which contact had to be made through school system personnel. One hundred and four completed (or substantially complete) applications were received by the deadline, and relatively few applications and inquiries came in late. There is no way to determine how many potential applicants may have decided not to apply due to limited time, but on the whole the time allowance for recruitment seemed good. Momentum was maintained: applications were due by December 10; applicants were notified on January 4, 1971, of their selection; time was adequate to handle the necessary admission/registration procedures; participants attended an orientation and registration session on January 30, and the Institute began on February 20. The record of 100 percent acceptance and participation supports the conclusion that the timing was effective.

N. Major Problems Encountered

No serious problems were encountered.

In view of the length of time intervening between award of the grant and the conducting of the Institute, changes in budget from the original Plan of Operation were required to conform to new salary and benefits schedules for the secretary and benefits and honoraria for part-time local staff. Procedures for having positions classified and appointments made were sometimes time-consuming, due to the lack of clear written policies and directions. Cooperation and assistance from University administrative personnel, however, were good.

O. Analysis of the Institute Format

1. Objectives

The objectives set for the Institute proved to be valid and feasible.

2. Participants

The range of participants among grade levels k-12 was a strength of the Institute, as was the balanced distribution of participants among the various levels (elementary, middle, junior high, and high school). Only one school system media supervisor participated; of the two who applied, one was ineligible due to participation in a summer 1970 institute.

The number of participants (thirty-five) was large but was feasible in terms of the staff/participant ratio, use of the study group approach, and the facilities available. The large number of participants extended the impact of the Institute, as did the factor of geographic spread among school systems (which was emphasized in the final selection process). The frequency with which applicants and their principals and/or supervisors indicated plans by which to share with others in their school systems benefits gained from the Institute, and the frequency of such plans in the final evaluations made by participants, give support to the validity of seeking geographic spread in this case.

3. Timing

The choice of the spring semester, 1970-71, proved to be a good one. (The time period for the Institute was arrived at, when the proposal was prepared, to ensure time for completion and occupancy of the new Center for Instructional Media building.)

Conducting the Institute on a part-time basis during the regular school year was a definite asset in connecting it to the participants' job situations, and the span of weeks gave participants more time for background reading and work on their selection policies and areas of special investigation than would have been available in a two-week full-time summer institute. The spring semester was preferable to the fall semester for several reasons: (1) fewer conflicts with professional education and library association meetings, (2) avoidance of a long gap between selection and Institute participation, such as would have occurred with recruitment in the spring of 1970 for a fall 1970 institute, and (3) avoidance of the problems involved in attempts to recruit applicants during the summer months.

As for the length of the Institute, the format of ten all-day sessions seemed to be about right. Although a few participants expressed a desire for additional sessions, more participants would have found them difficult to manage. As it was, the final session (May 1) was early enough to avoid the end-of-school rush period. The early sessions (February and March) encountered no problems with weather and driving conditions, although the March 27 session was threatened by a late snowstorm on the preceding day.

4. Distribution of Time

As indicated above, the only significant concern expressed by participants lay in the insufficient time available for independent study during the day's session. Such provision could have been increased only at the expense of other experiences. Those who wanted it most managed additional independent study time by cutting out one or more of the special interest sessions. In the opinion of the Director the time available was used to the best interests of the total purposes of the Institute.

More serious was the inadequacy of time for thorough follow-up disucssion, in the study groups, of some general session presentations, a provision that would be improved if the Institute were offered again by reduction in the number of speakers, if need be, and by insistence on adherence to speakers' time limits.

A good balance of activity--presentation, discussion, small group interaction, breaks--was generally maintained through the Institute sessions.

5. Substantive Content vs. Skills Emphasis

A feature of the Institute appreciated by the participants was its flexibility in content, within the general limits of the focus on the comprehensive selection policy--and the corresponding absence of a fixed body of predetermined content for "mastery" by all. The development of the individual selection policy gave focus and general unity to the Institute experience; at the same time, emphasis was placed on discussing, interpreting, and applying ideas presented by speakers, and on exploration of problems faced by participants in their schools. Opportunity to work with several others on a self-selected area of mutual concern, as a part of the study group structure, extended the openness of content and opportunities for learning geared to individual needs. So did the opportunity to choose interest group sessions, which were developed in response to needs stated by participants.

6. Ratio of Staff to Participants

The ratio of staff to participants was an important contributor to the success of the Institute. (See G above, pages 19-23.)

7. Budget

The budget provided for adequate support of the Institute, after the revision of the Plan of Operation.

The format of this Institute called for extensive use of part-time lecturers to provide expert presentations on the wide range of topics represented in the subject, "Building School Media Collections." Additional assistance was provided by the School of Education, UNC-G, at no cost to the Institute, by relinquishing part of the funds from the prorated salary of the Institute Director for use in paying honoraria and benefits to part-time lecturers from the UNC-G staff. These staff members conducted special interest group sessions organized in response to needs identified by participants. The additional staff members are included in the listing of Institute staff (see Part II, above, page 10).

P. Impact on Regular Year Academic Program

The following types of effects are apparent:

1. Recruitment of students into the master's degree program or continuing education study in the Library Education/Instructional Media program--from participants, their associates, other applicants, other persons who received Institute brochures.

2. Strengthened relationships with school systems within the geographic area served by the Institute.

3. Enrichment of the regular year program by means of opportunities for some students and faculty to attend selected general session presentations; materials acquired for Institute use and subsequently placed in the Center for Instructional Media; and the role of the Institute as a pilot for the new course in "Building School Media Collections," for which many ideas and approaches were gained.

4. Visibility and recognition for the program of the University of North Carolina at Greensboro in the continuing education of school media specialists--and impetus for further efforts in continuing education as a result of the demonstrated merit of and response to the Institute.

IV. CONCLUSIONS

The program of the Institute was a success, with indication from both staff and participants that the stated objectives were accomplished substantially.

The participants demonstrated receptivity, involvement, ability to profit from the Institute experience, and a considerable degree of leadership potential for effecting change in the schools and school systems represented. Of particular significance was the opportunity for continuing education provided for the six Virginia participants, representing a geographic area within which such opportunities have been very limited. The fact that two of the six Virginia participants have subsequently taken supervisory positions in their school systems extends the opportunity for further impact from the Institute experience.

The program as outlined in the Institute proposal and Plan of Operation was followed with minor changes and significant success, to influence the development of school media centers and the improvement of their collections in thirty-two individual schools and three school systems, as a minimum. The contributions of the Institute were realized at a small per capita investment of funds.

APPENDICES

- Information Sheet
- Institute Brochure
- Application Forms
- Letters to School System Personnel
- Acknowledgement of Application
- Eligibility Checklist
- Rating Form for Selection
- Notification to Participants
- Letter to Alternate Candidates
- Letter to Applicants not Selected
- Letter to Ineligible Applicants
- Memoranda on Registration Procedures
- Orientation Session
- Reminder of First Session
- Memorandum to Visiting Lecturers
- Study Groups (Membership)
- Study Groups (Purposes)
- Selection Policy Document: Outline
- Schedule for Institute Sessions
- Participants' Checklist (Preliminary)
- Participants' Checklist (Final Evaluation)
- Personal Statement Form
- Staff Evaluation of Participants
- Follow-up Memorandum to Participants
- Tape Recordings of Institute Presentations
- Roster of Participants

BUILDING SCHOOL MEDIA COLLECTIONS
Institute for Training in Librarianship
Higher Education Act of 1965, Title II, Part B
To be held February 20 - May 1, 1971

INFORMATION SHEET

Schedule

Participants will attend sessions on consecutive Saturdays beginning February 20, 1971, and ending May 1, 1971, for a total of ten sessions. (No session will be held on Saturday, April 10, which falls during the University's spring holidays.) Scheduled academic activities will extend from 9:00 a.m. to 3:15 p.m. each Saturday, with supplementary activities provided from 3:15 to 4:15 p.m. each Saturday.

Credit

Participants who desire academic credit may enroll for 3 semester hours of graduate credit in Education 6xx, Building Media Collections.

Program

The program for the Institute will consist of lectures and other presentations on key topics related to building media collections, each followed by group discussion; small group study of specific problems and issues in the building of media collections; and individual or team work by participants leading to the development of policy statements for selection and acquisition of materials

Objectives

The proposed program offers opportunity for 35 practicing individual school librarians and school library supervisors to upgrade and extend their competencies in building school media collections. The basic purposes of this program are to assist participants: (1) to develop increased knowledge and understanding of trends in curriculum and instruction and their implications for school media collections; (2) to become better informed about content and format factors influencing students' preferences in materials; (3) to develop competency in use of criteria, selection tools, and processes for evaluation and acquisition; (4) to extend their knowledge of currently available materials, with emphasis on materials in critical areas; and (5) to gain competence in defining and administering effective selection policies and procedures.

Criteria for Eligibility of Participants

1. Participants must hold current (1970-71) employment as school librarians or as school library supervisors--or provide evidence of recent employment (1967-68 or later) in such a position.

2. Participants must provide assurance of similar employment for the following year (1971-72).

3. Participants must hold a bachelor's degree from an accredited four-year institution of higher education.

4. Participants must hold or be qualified to hold minimum state certification as a school librarian.
   The minimum North Carolina certificates are Teacher-Librarian, Class A (a dual fields certificate), which requires 12 s.h. of library science credit in selection of materials for children and/or young people, reference materials, utilization of audio-visual media, and school library administration; and School Librarian, Class A, requiring credit in technical processes and additional work in materials, for a total of 18 s.h.

5. Participants will be selected from the geographic area within a 100-mile radius of Greensboro.
   This area reaches to the north into Virginia (including Danville and Martinsville), to the east beyond Raleigh, to Charlotte in the south, and beyond Statesville, in the west.

6. Participants must submit all required application materials, including:
   a. Official transcript(s) of the bachelor's degree program and of previous study in library science.

   b. Official score on one of three qualifying tests: Graduate Record Examination, National Teacher Examination (commons), or Miller Analogies Test.

   c. Three references attesting to academic, professional, and personal qualifications.

   d. Completed application form.

   e. Verification of employment: (1) current or recent; (2) 1971-72

   f. Personal statement of needs and purposes in attending the Institute

Criteria for Final Selection of Participants from Eligible Applicants

1. Preference will be given to applicants who have not attended a previous Federally-supported librarianship institute.

2. Preference will be given to applicants currently employed (1970-71) as school librarians or school library supervisors.

3. Preference will be given to applicants with high potential for continuing service, with respect to age and to family responsibilities.

4. Preference will be given to applicants whose undergraduate preparation includes broad general education and depth of preparation in one or more academic disciplines, as a foundation for informed selection in curriculum areas.

5. Preference will be given to applicants with potential for successful graduate study, appraised on the basis of academic records and test scores.

6. Of the thirty-five participants, no more than seven may be school library supervisors, the remainder to represent individual school librarians.

7. Other factors being equal, preference will be given to applicants judged to have greatest need for further study in building media collections, on the basis of statements submitted with applications.

For Application Form write (by October 30, 1970):

Mrs. Mary Frances K. Johnson
Director, Institute for School Librarians
School of Education
University of North Carolina at Greensboro
Greensboro, N. C. 27412

Mary Frances K. Johnson, Director
Institute for School Librarians
School of Education
University of North Carolina at Greensboro
Greensboro, North Carolina 27412

Conducted under a grant from the U. S. Office of Education
Title II-B, Higher Education Act of 1965, P.L. 89-329,
as amended

BUILDING SCHOOL MEDIA COLLECTIONS

AN INSTITUTE FOR TRAINING IN LIBRARIANSHIP

PART-TIME (TEN SATURDAYS)

FEBRUARY 20 - MAY 1, 1971

SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
GREENSBORO, NORTH CAROLINA 27412

PROGRAM

Participants will attend sessions on consecutive Saturdays beginning February 20 and ending May 1, 1971, for a total of ten sessions. (No session will be held on April 10, a holiday.) The basic schedule will extend from 9:00 a.m. to 3:15 p.m. each Saturday, with supplementary (free choice) activities scheduled each Saturday from 3:15 to 4:15 p.m.

The basic program includes lectures and other presentations on key topics, each followed by group discussion; small group study of specific problems and issues in building school media collections; and individual or team work by participants leading to the development of policy statements for selection and acquisition of materials.

FACILITIES

All Institute sessions will be held in Curry Annex, the new building housing the Center for Instructional Media, School of Education. The Center provides retrospective and current collections of print and audiovisual materials for children and young people, related equipment, and an extensive collection of selection tools for instructional media.

No arrangements have been made for housing participants, since the Institute is designed for participants within driving distance of the University campus.

STAFF

Director:

Mrs. Mary Frances K. Johnson, Assistant Professor, School of Education, University of North Carolina at Greensboro

Speakers and Consultants will include:

Cora Paul Bomar, Assistant Professor, School of Education, UNC-G

Dr. Richard L. Darling, Dean, School of Library Service, Columbia University

Mary V. Gaver, Professor, Graduate School of Library Service, Rutgers University

Mae Graham, Assistant Director, Division of Library Development, Maryland State Department of Education

Mrs. Pauline Myrick, Director, Library and Audiovisual Services, Moore County Schools, Carthage, N. C.

M. Sangster Parrott, Lecturer, School of Education, UNC-G

Mrs. Alice Rusk, Director, Library Services, Baltimore (Maryland) City Schools

STIPENDS

Participants are eligible to receive stipends of $15 per session ($150 for the Institute) and $3 per session for each dependent. Although participants are exempt from payment of tuition, they are responsible for the cost of meals, travel, books, and any other expenses they may have.

BUILDING SCHOOL MEDIA COLLECTIONS

OBJECTIVES

Emergence of new media formats . . . proliferation of materials . . . new marketing approaches . . . time pressures . . . curriculum demands . . . changes in State and Federal funding . . . these and other forces make the selection of materials in print and audiovisual forms both more critically important and more complex. The Institute on Building School Media Collections offers opportunity for thirty-five practicing school librarians and school library supervisors to extend and upgrade their competencies in selection of instructional materials.

Objectives of the Institute are to assist participants:

1. To develop increased knowledge and understanding of trends in curriculum and instruction and their implications for school media collections
2. To become better informed about content and format factors influencing students' preferences in materials
3. To develop competency in use of criteria, selection tools, and processes for evaluation and acquisition of materials
4. To extend their knowledge of currently available materials and media formats, with emphasis on materials in critical areas
5. To gain competence in defining and administering effective selection policies and procedures.

CRITERIA FOR ELIGIBILITY

The Institute is designed for thirty-five persons currently serving as public or private elementary and secondary school librarians or as school library supervisors.

Participants will be selected on the basis of the following criteria:

1. Hold a bachelor's degree from an accredited four-year college or university
2. Hold or be qualified to hold minimum state certification: the North Carolina Class A certificate as Teacher-Librarian (12 s.h.) or School Librarian (18 s.h.), or equivalent
3. Evidence of current (1970-71) employment as a school librarian or school library supervisor (or of recent employment, 1967-68 or later, in such a position)
4. Assurance of continuing employment as school librarian or school library supervisor for the academic year 1971-72
5. Submission of all required application materials, including:
    a. Transcript(s) of the bachelor's degree program and of previous study in library science
    b. Official score on one of the following qualifying tests: Graduate Record Examination, National Teacher Examination, or Miller Analogies Test

c. Personal statement of needs and purposes in attending the Institute

Because the Institute will be conducted on a part-time basis, participants will be selected from the geographic area within a one-hundred-mile radius of Greensboro. This area extends to the north into Virginia, including Danville and Martinsville; to the east beyond Raleigh, to Charlotte in the south, and beyond Statesville to the west.

Preference will be given to applicants who have not attended a previous Federally-supported institute for training in librarianship.

Of the thirty-five participants, no more than seven may be school library supervisors, the remainder to represent individual school librarians.

This institution is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

CREDIT

Participants may enroll for academic credit and may earn 3 semester hours of graduate credit if they have qualified for, and been officially admitted to, the Graduate School of the University of North Carolina at Greensboro. Students desiring academic credit must register on January 30, 1971.

BUILDING SCHOOL MEDIA COLLECTIONS/APPLICATION REQUEST

Please complete and return this form by November 20 to:

Mrs. Mary Frances K. Johnson
Director, Institute for School Librarians
School of Education
University of North Carolina at Greensboro
Greensboro, North Carolina
27412

Completion of this form does not constitute an application, but rather a request for an application form.

Name ______________________

Street ______________________

City ________ State ________ Zip Code ________

Name of school where presently employed ______________________

____

Address ______________________

____

Earned degree(s) ______________________

College or university ______________________

Number of semester hours in library education: ______________________

Institute for School Librarians
School of Education
University of North Carolina at Greensboro
Greensboro, North Carolina 27412

MEMORANDUM TO: Applicants for the Spring 1971 Institute

FROM: Mary Frances K. Johnson, Director

Enclosed are the forms necessary to complete in applying for participation in the Institute on BUILDING SCHOOL MEDIA COLLECTIONS, to be held at the University of North Carolina at Greensboro on ten Saturdays beginning February 20, 1971, and ending May 1, 1971. Please follow carefully the directions given below.

Fill out completely and mail to the Institute Director: Application for Admission.

Write your name at the top of the Confidential Evaluation Form and give it to your principal or supervisor, asking him to fill it in and mail it directly to the Institute Director.

Order the following documents to be sent directly to the Institute Director (Persons already admitted to the Graduate School of the University at Greensboro as a master's degree applicant, or with applications pending, need not order these if the documents are already on file in the Graduate School):

1. Two official copies of transcripts of all college work to be ordered from the institutions where work was completed.
2. An official copy of the scores received on one of the following qualifying examinations: Graduate Record Examination (aptitude test), National Teacher Examination (common test), or Miller Analogies Test. (If none of these tests has been taken, the Miller Analogies Test may be taken by appointment at the Counseling Center, University of North Carolina at Greensboro.)

Completed applications to this Institute must be postmarked no later than December 10, 1970. Accepted applicants and alternates will be notified by letter between January 4 and January 11, 1971.

All of the papers mentioned on this sheet must be received before an applicant is eligible for selection.

Institute for School Librarians
School of Education
University of North Carolina at Greensboro
Greensboro, North Carolina 27412

Authorized under
Title II-B of the
Higher Education Act of 1965
P.L. 89-329, as amended

APPLICATION FOR ADMISSION

1. Your name
(Title, first, middle initial, last):

4. Sex:

___Male ___Female

5. Age:

___yrs.

2. Home address
(Number, street, city, state, ZIP code):

6. Social Security No.

___ __ ____

7. U. S. Citizen:
___Yes
___No

3. Home telephone:

Area code:_____ Phone:___________

8. Marital status:

___Single ___Widowed

___Married ___Divorced

9. Number of dependents (excluding yourself) who are claimable for Federal income tax purposes:
(if you file a joint return and are NOT the major earner,
_________ you may not claim any dependents.)

10. Name and address of school or system where you are presently employed:

14. Type of school (or system):

____Public

____Private, church-related

____Private, not church-related

11. Name, title, and address of your immediate supervisor:

15. Number of students enrolled in your:
School: ________
School system: ________

12. School telephone:

Area code:_____ Phone:____________

16. Title of your position:

13. Level of school (or system):

___Elementary ___ Junior High ___ Senior High ___Jr. - Sr. High

___Elementary & Secondary ___Other(please explain here)

17. If you are preparing for employment at a different school or level, or for a different assignment, specify here:

18. Summarize your years of experience in teaching or library work:

Subjects or assignments	Level(elementary, secondary, etc.)	Years of experience

19. Employment Record - List your places of employment during the last 5 years. (Start with your present or last position and work back.)

Dates	Name and address of employer	Nature of your duties

20. What colleges and universities have you attended? (Exclude attendance at institutes or programs you list in items 21 or 22.)

Name of Institution	Dates Attended	Degree	Major	Minor(s)

21. Have you previously attended an NDEA or Higher Education Act II-B Library Institute Program?

___ Yes ___ No (If yes, specify each.)

Name of sponsoring institution	Dates attended	Name of Institute or Program Director

22. Describe any other significant academic experiences you have had in the field of library or audiovisual education (such as workshops or seminars):

23. List semester hours of credit you have completed in library education and audiovisual education courses:

Sem. Hours	Course Area		Sem. Hours
____	Books & materials for children	School library administration	____
____	Books & materials for adolescents	Cataloging and classification	____
____	Reference materials	Libraries & librarianship	____
____	Audiovisual materials, methods	Other courses	____

24. What school certificate do you hold? (Indicate state issuing certificate, certificate level, and certificate fields.)

25. Give your score(s) on any of the following qualifying tests you have taken: (Please note that an official score must be furnished for one of these tests)

Miller Analogies	Nat. Teacher Exam.:	Graduate Record Exam:
Test: ________	Common: ________	V ________ Q ________

26. Are you currently admitted to the Graduate School, University of North Carolina at Greensboro, as a master's degree program student? ___ Yes ___ No

27. Summarize your needs and purposes in attending this Institute. (Use the back of this page for your statement.)

28. I certify that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

Date: ____________ Signature of Applicant: ______________________

Mary Frances K. Johnson, Director
Institute for School Librarians
School of Education
University of N. C. at Greensboro
Greensboro, N. C. 27412

CONFIDENTIAL EVALUATION FORM

____
name of applicant

I am seeking admission to an Institute for School Librarians at the University of North Carolina at Greensboro. The Selection Committee for this Institute has requested that I forward this Confidential Evaluation Form to my principal or immediate supervisor. Please complete the form and mail it to the above address.

1. Name of evaluator:

   Title of position:
   School (or system):

2. How long have you known the applicant and in what capacity?

3. Is the applicant currently employed (1970-71) as a professional school librarian (or school library supervisor) in your school (or system)?
   ___Yes ___No If not, last year so employed:______________

4. Does/will the applicant have a contract, or the offer of a contract, in your school or school system for next year (1971-72)?
   ___Yes ___No ___I don't know (please explain)

5. Considering all the school librarians (or supervisors) you have worked with or supervised, how would you rank the applicant on the following characteristics:

	Excel-lent	Above Av'g	Av'g	Below Av'g	Can't Judge
Overall ability as a librarian	___	___	___	___	___
Knowledge of subject matter	___	___	___	___	___
Effectiveness in work with students	___	___	___	___	___
Effectiveness in work with colleauges	___	___	___	___	___
Leadership potential	___	___	___	___	___
Scholastic ability; capacity for growth	___	___	___	___	___

6. Please provide any comments on the applicant's performance, character, temperament, etc., which you believe will aid the Selection Committee:

7. In what ways do you believe that the applicant would benefit from attending this Institute? (If the applicant has specific areas of need, please indicate them.)

8. Please comment on ways in which your school or school system may utilize or benefit from the training received by the applicant if he/she is selected for the Institute.

______________________________ ______________
Signature of evaluator Date

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

During the spring semester 1971 the School of Education, University of North Carolina at Greensboro, will conduct a part-time Institute for School Librarians on "Building School Media Collections." The Institute will be conducted in ten sessions meeting on Saturdays, February 20 - May 1, 1971.

A total of thirty-five participants will be selected, on the basis of applications, from persons currently serving as public or private elementary and secondary school librarians or school library supervisors, within a 100-mile area surrounding Greensboro.

Information on the Institute objectives, program, staff, and criteria for eligibility is supplied in the brochure, three copies of which are enclosed with this letter. A copy of the brochure has been mailed to each school in your school system (as listed in the North Carolina Educational Directory, 1969-70).

We will appreciate your assistance in calling the Institute to the attention of school librarians in your school system--and, in particular, in notifying school librarians in new schools (not listed in the 1969-70 Directory) of this opportunity.

Please note that the brochure provides a form on which application materials may be requested. Three copies of the application forms are enclosed with this letter.

Postmark deadline for completed applications: December 10, 1970.

Thank you for your assistance.

Sincerely yours,

(Mrs.) Mary Frances K. Johnson, Director
Institute for School Librarians

MFKJ/as
Enclosures

GREENSBORO, NORTH CAROLINA / 27412

THE UNIVERSITY OF NORTH CAROLINA comprises: *The University of North Carolina at Greensboro; The University of North Carolina at Chapel Hill; The University of North Carolina at Charlotte; North Carolina State University at Raleigh*

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

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A total of thirty-five participants will be selected, on the basis of applications, from persons currently serving as public or private elementary and secondary school librarians or school library supervisors, within a 100-mile area surrounding Greensboro.

We identified school systems in Virginia which lie within this area, or close to it, and asked Miss Mary Stuart Mason, Supervisor, School Libraries and Textbooks, State Board of Education, to suggest persons whom we might contact to make information on the Institute available to school librarians. Your name was furnished by Miss Mason. We shall appreciate greatly any help you can give us in publicizing the Institute to qualified school librarians in your system.

Information on the Institute objectives, program, staff, and criteria for eligibility is supplied in the brochure. Copies of the brochure are enclosed with this letter, as is one set of the application forms. Additional copies are available on request.

Postmark deadline for completed applications: December 10, 1970.

Thank you for your assistance.

Sincerely,

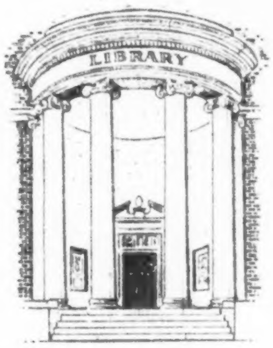
(Mrs.) Mary Frances K. Johnson, Director
Institute for School Librarians

MFKJ/as
Enclosures

GREENSBORO, NORTH CAROLINA/27412

THE UNIVERSITY OF NORTH CAROLINA comprises: *The University of North Carolina at Greensboro; The University of North Carolina at Asheville; The University of North Carolina at Chapel Hill; The University of North Carolina at Charlotte; The University of North Carolina at Wilmington; North Carolina State University at Raleigh*

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



School of Education

Thank you for your application to the Institute on Building School Media Collections, to be held in the Spring of 1971 at the University of North Carolina at Greensboro.

This letter is to let you know that we have now received all of the supporting materials for your application. Applications will be reviewed in late December and persons selected to participate will be notified by letter between January 4 and January 11, 1971.

Sincerely yours,

Mary Frances Johnson

(Mrs.) Mary Frances K. Johnson, Director
Institute for School Librarians

MFKJ/as

GREENSBORO, NORTH CAROLINA / 27412

Institute 1971

ELIGIBILITY CHECKLIST

____
Applicant's name

	YES	NO	COMMENTS
1. Application received by deadline	____	____	________________
2. Employed currently (or 67-68 or later)			
As school librarian	____	____	________________
As school library supervisor	____	____	________________
Other: ________________	____	____	________________
3. Assurance of similar employment for 71-72	____	____	________________
4. Reference received	____	____	________________
5. Holds bachelor's degree	____	____	________________
6. Holds state certification as school librarian	____	____	________________
7. Holds 12 s.h. or more in library/AV ed.	____	____	________________
8. Transcripts received			
Bachelor's degree program	____	____	________________
Master's (if any)	____	____	________________
Previous lib./Av education	____	____	________________
9. Test score received ______ test ________ score on test	____	____	________________
10. Personal statement of needs/purposes received	____	____	________________
11. Lives within 100 miles of Greensboro	____	____	________________
12. Attended previous NDEA or HEA Institute ______ year	____	____	________________

INSTITUTE 1971 RATING FORM

____
applicant (code no.)

Rating 1 ______
Rating 2 ______
Rating 3 ______

______
Mean rank

Part One. Objective Data

	Low 1	2	3	4	High 5	Computation
1. Employment as school librarian or school library supervisor	no	before 67-68	67-68	68-69 or later	70-71	______ x 2 ______
2. Assurance of similar employment 1971-72	no		Appl. on file		yes	______ x 1 ______
3. Holds/qualifies for school librarian certificate	no prof. cert.	other field	less than A	T-L cert.	Sch. ln. cert.	______ x 1 ______
4. Need for Institute training						
A. Need for lib/av education (S.h. now completed:	36+	30+	24-30	19-23	12-18	______ x 1 ______
B. Need to update training (S.h. in lib/av since 1965:	18+	12-17	7-11	4-6	0-3	______ x 2 ______
C. Need for av education (S.h. now completed:	12+	10-12	7-9	1-6	none	______ x 1 ______
D. Need in relation to attendance at previous NDEA or HEA Institute (Attended one:	69-70 (Sept. -Aug.)	68-69	65-68	before (Sept.65)	never	______ x 1 ______

____
Applicant (Code no.)

	1	2	3	4	5	Computation
5. Bachelor's degree program						
A. Proportion of academic to professional work (S.h. professional work:	50+	40-49	30-39	24-29	under 24	_____ x 1 _____
B. Grade point average	C or less	C+ to B-	B	B+	A	_____ x 1 _____
6. Potential for continuing service (Current age:	60+	56-60	50-55	40-49	20-39	_____ x 1 _____
7. Qualifying test score (rate best one)						
MAT	to 27	28-34	35-38	39-46	47 up	_____ x 1 _____
NTE common	to 552	553-608	609-628	629-660	661 up	_____ x 1 _____
GRE Verbal	to 440	441-519	520-540	541-600	601-up	_____ x .5 _____
GRE Quantitative	to 440	441-519	520-539	540-619	620-up	_____ x .5 _____

Applicant (code no.) ______________

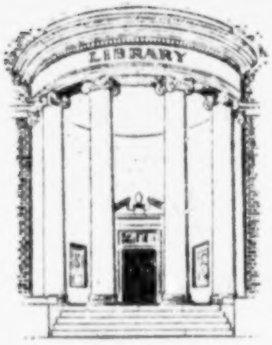
Part Two. Subjective Data	Low 1	2	3	4	High 5	Computation		
8. Potential impact of Institute								
A. Potential effect on applicant's career --e.g., stimulus to graduate study, advancement, etc.							x 2	
B. Potential of applicant to share benefits with others--e.g., inservice education, service in demonstration school, etc.							x 1	
9. Needs and motivation of applicant, based on personal statement							x 1	
10. Worthiness of applicant, based on employer's evaluation								
A. Ranking based on face value of reference							x 1	
B. Estimate of validity of the reference							x 1	
11. Quality of academic preparation--e.g., broad general education, depth in an academic field, quality of college, scholarship							x 1	
12. General overall ranking of applicant							x 1	
Comments:								
						Raw Score		Rank after Computation

Signature of evaluator ______________

Date ______________

59 B

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



School of Education

January 4, 1971

We are happy to inform you that you have been selected to be one of the thirty-five participants in the Institute for School Librarians, "Building School Media Collections," to be held at the University of North Carolina at Greensboro on ten Saturdays, February 20 - May 1, 1971. On behalf of the selection committee, our congratulations on your selection from among the many school librarians in North Carolina and Virginia who wished to participate in this program.

If you plan to accept appointment as a participant in this Institute, please complete the enclosed two forms and mail them to me in an envelope postmarked no later than Monday, January 11, 1971:

1. Statement of Acceptance
2. Application for Stipend form

Unless these completed forms are received, your name will be dropped as an Institute enrollee on Friday, January 15, and a replacement will be selected from the list of alternate candidates.

Upon the receipt of your acceptance statement and stipend application, further information will be sent to you on procedures for registration on January 30 and on program plans for the Institute sessions.

We look forward with pleasure to having you as a member of the Institute. We know that you will contribute much to the study ahead of us and we hope that you will receive much professional assistance from the Institute experience.

Sincerely yours,

(Mrs.) Mary Frances K. Johnson
Director, Institute for School Librarians

MFKJ/mek

GREENSBORO, NORTH CAROLINA / 27412

THE UNIVERSITY OF NORTH CAROLINA comprises: *The University of North Carolina at Greensboro; The University of North Carolina at Asheville; The University of North Carolina at Chapel Hill; The University of North Carolina at Charlotte; The University of North Carolina at Wilmington; North Carolina State University at Raleigh*

MEMORANDUM TO: Mary Frances K. Johnson
Director, Institute for School Librarians
School of Education
University of North Carolina at Greensboro
Greensboro, North Carolina 27412

RE: Statement of Acceptance
Institute for School Librarians

I accept appointment as a participant in the Institute for School Librarians, "Building School Media Collections," to be held at the University of North Carolina at Greensboro on ten Saturdays, February 20 - May 1, 1971.

signature

date

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
Washington, D. C. 20202

APPLICATION FOR A STIPEND

Each individual who attends a library institute under the provisions of Title II-B of the Higher Education Act of 1965, P.L. 89-329, as amended, shall be eligible (after application therefor) to receive a stipend at the rate of $75 per week for the period of his attendance at the Institute, and an additional allowance of $15 per week for each dependent. (Individuals who attend part-time Institutes will receive prorated amounts, i.e., $15 stipend and $3 per dependent for each of the 10 Institute sessions)

Please type or print in ink and return the completed form to the Institute Director, not to the U.S. Office of Education.

Name of applicant (First, middle initial, last):	INSTITUTION: TYPE OF INSTITUTE:
Permanent or home address (Number, street, city, state and ZIP code):	Sex: ☐ MALE ☐ FEMALE ☐ Single ☐ Married ☐ Widowed ☐ Divorced

An applicant may claim as dependents those persons over half of whose support was received from the applicant and for whom deductions are allowable for Federal income tax purposes.

(NOTE: Notwithstanding this, an applicant may not claim as a dependent a person who is receiving a stipend or an allowance in the nature of subsistence from this or any other program of Federal educational assistance (except loans or payments in connection with work-study programs), and an applicant may not claim an individual who is being claimed as a dependent of another person under this or any program of Federal educational assistance.)

In accordance with the foregoing (Check one):

I Claim No Dependents I Claim the Following Dependents:

Name of Dependent	Age	Relationship	Name of Dependent	Age	Relationship
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

I CERTIFY, under penalty of law, that I have claimed dependents in accordance with the instructions on this form, that I contribute more than half of the cost of each such dependent's annual support, and that the information provided by me is true and complete to the best of my knowledge and belief.

Signature of applicant: Date:

DEPENDENCY CHANGES:

(A) Any decrease in the number of allowable dependents during the Instutute period must be reported promptly to the Institute Director for an appropriate adjustment of your stipend.

(B) If, during the Institute period, your number of allowable dependents increases, you may request an increase in your stipend by submitting evidence of the change to the Institute Director.

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

January 4, 1971

You have been selected to be an alternate candidate for the Institute for School Librarians, "Building School Media Collections," to be held at the University of North Carolina at Greensboro on ten Saturdays, February 20 - May 1, 1971.

Alternate candidates will be changed to the status of participant to fill positions either not accepted when offered or vacated at any time prior to the opening of the Institute. Experience has shown that several alternates will become participants.

Please inform me in a letter postmarked not later than Monday, January 11, whether or not you wish to be considered as an alternate. If notification of your desire to be an alternate is not received, your name will automatically be dropped on the morning of January 15, 1971.

If a position in the Institute becomes available for you, you will be notified by telephone with an official letter from the director following the call.

We hope that you may become a participant and that we shall have the opportunity to work with you.

Sincerely yours,

(Mrs.) Mary Frances K. Johnson, Director
Institute for School Librarians

MFKJ/mek

GREENSBORO, NORTH CAROLINA / 27412

THE UNIVERSITY OF NORTH CAROLINA comprises: *The University of North Carolina at Greensboro; The University of North Carolina at Chapel Hill; The University of North Carolina at Charlotte; North Carolina State University at Raleigh*

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

January 4, 1971

We regret that we cannot invite you to participate in the Institute for School Librarians, "Building School Media Collections," to be held at the University of North Carolina at Greensboro on ten Saturdays, February 20 - May 1, 1971.

The selection committee found its task very difficult because of the many applications received from qualified and promising school librarians. In keeping with the guidelines the committee gave priority to applicants who had not participated in a previous Federally-supported training program, who had fewer and/or less recent hours of preparation in library education, a and who showed potential (based on age) for a number of years of continuing service as school librarians. In addition, the committee sought to represent as many school systems as possible and to include participants from elementary, middle, junior, and senior high schools as well as from supervisory positions. Only thirty-five applicants could be accepted, although many others would contribute and benefit as much.

We remind you that other opportunities should come to apply for similar programs, and we sincerely hope that you will be able to participate in a future institute at the University of North Carolina at Greensboro or elsewhere.

We appreciate very much your application to the Institute and your interest in the program. Please let me know if you should like to receive information about regular course offerings in our program for the Spring semester or the 1971 Summer Session.

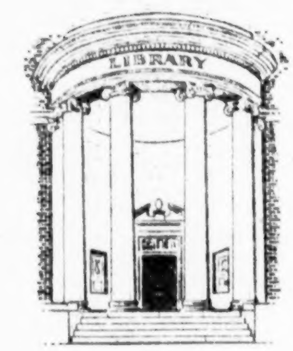
Sincerely yours,

(Mrs.) Mary Frances K. Johnson, Director
Institute for School Librarians

MFKJ/mek

GREENSBORO, NORTH CAROLINA / 27412

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



School of Education

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We remind you that other opportunities should come to apply for similar programs, and we sincerely hope that you will be able to participate in a future institute at the University of North Carolina at Greensboro or elsewhere.

We appreciate very much your application to the Institute and your interest in the program. Please let me know if you should like to receive information about regular course offerings in our program for the Spring semester or the 1971 Summer Session.

Sincerely yours,

(Mrs.) Mary Frances K. Johnson, Director
Institute for School Librarians

MFKJ/mek

GREENSBORO, NORTH CAROLINA / 27412

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January 12, 1971

MEMORANDUM TO: Institute Participants
(Not Currently in Graduate School)

FROM: Mary Frances K. Johnson
Director, Institute for School Librarians

RE: REGISTRATION PROCEDURES

Your acceptance statements have been received, and we need now to clear the way for you to register for the Institute on January 30. Our office will handle these procedures for you.

Admission to the Graduate School. In order to be permitted to register for graduate credit, each participant must be admitted to the Graduate School in one of the following categories:

> Special graduate student. To be classified as a special graduate student, the applicant must submit a completed Graduate School application form and a statement verifying that he holds the North Carolina Class "A" certificate (or the Virginia Collegiate Professional certificate).
>
> Unclassified graduate student. This category is used for students who hold a graduate degree and/or a graduate-level certificate. To qualify as an unclassified graduate student, the applicant must submit a completed Graduate School application form and a statement verifying that he holds a graduate degree (i.e., master's) or that he holds a certificate based on the master's degree (i.e., the North Carolina Graduate certificate).
>
> Visiting graduate student. Applicants holding unconditional admission to graduate study at a regionally accredited college or university may be admitted as visiting graduate students by completing the Graduate School application form and filing certification of their status from the Graduate Dean at their home institution.
>
> Graduate degree applicants. This category represents students who have been officially admitted to a graduate degree program. Time will not permit new students to be admitted to a degree program by January 30. Students who are interested in such admission will be advised on January 30 concerning procedures for seeking such admission; meanwhile, you should apply as special graduate students.

On the enclosed sheet, we have listed Institute participants by the Graduate School classification which seems to be appropriate, based on the evidence submitted in your application to the Institute.

In order that we may obtain registration permits and cards for you, we need to have you fill out and return to me the following forms enclosed with this memorandum:

1. Graduate School application form
2. Form for use in supplying verification of your certificate
   Note: For those Institute participants who hold the graduate certificate based on a master's degree, we are enclosing an alternate form, "Request for Verification of Graduate Degree." You may return either form.

Note to visiting graduate students: As indicated above, you may be admitted as visiting graduate students by completing the Graduate School application form and filing certification of your status from the Graduate Dean at your home institution. If you wish to earn credit to transfer to the graduate program in which you are enrolled, you are responsible for making such arrangements. The usual procedure is to confer with your faculty adviser for approval of this credit for transfer, and to request the Graduate School of your institution to send a request to the Graduate School, University of North Carolina at Greensboro, for your admission as a visiting graduate student.

In order to allow time for your registration cards to be prepared for January 30 registration, we must receive your completed forms no later than Friday, January 22. PLEASE RETURN THEM SOONER IF POSSIBLE.

Plans for Saturday, January 30. As indicated earlier, Institute participants will need to register on this date (the regular graduate registration date) for the Institute, even though the Institute sessions do not begin until Saturday, February 20. Please come to Curry Annex, Room 46, on the University of North Carolina at Greensboro campus, at 9:30 a.m. We will have your registration materials ready for you to complete, and will advise you concerning registration procedures and Institute plans at that time. A map of the campus is enclosed, with the location of Curry Annex marked.

We look forward to seeing you on January 30.

Enclosures

12-b

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Education

January 12, 1971

Memorandum to: Institute Participants
(Currently Admitted to Graduate Degree Program)

From: Mary Frances K. Johnson
Director, Institute for School Librarians

Re: REGISTRATION PROCEDURES

Your acceptance statements have been received, and we need now to clear the way for you to register for the Institute on January 30. Since you are already admitted to the master's degree program in library education, UNC-G, we need only to make sure that registration materials are ready for you.

Some of you have pre-registered for the Spring Semester 1971, and registration cards have been or will be mailed to you. Please do not complete your registration. Wait until January 30.

Others of you have not registered for the Spring Semester, and have not been mailed registration cards. To help us make sure that registration materials will be available for you, please return the enclosed form to me by return mail. Thank you.

Plans for Saturday, January 30. As indicated earlier, Institute participants will need to register on this date (the regular Graduate School registration date) for the Institute, even though the Institute sessions do not begin until Saturday, February 20. Please come to Curry Annex, Room 46, at 9:30 a.m. We will advise you concerning registration procedures and Institute plans at that time.

We look forward to seeing you on January 30.

Enclosures

GREENSBORO, NORTH CAROLINA / 27412

Institute for School Librarians
BUILDING SCHOOL MEDIA COLLECTIONS
University of North Carolina at Greensboro

ORIENTATION
Saturday, January 30, 1971

Coffee

Introductions

Plans for Institute

- Sessions
- Program emphases
- Requirements
- Study Groups
- Basic Schedule

Questions

- Interest group topics
- Preferences for lunch
- Special interests/problems

Stipends

Payment: two-week intervals (Feb. 27, March 13 & 27, April 17, May 1)

Credit

Education 668. Building School Media Collections. 3 s.h.

Graduate School Admission

Categories

- Degree student (M.Ed. with concentration in library education) - Code A
- Unclassified graduate student - Code B
- Special graduate student (certificate renewal or personal interest - Code C
- Visiting graduate Student

Admission into graduate degree program

Registration Procedures

1. Pick up cards at computer center (Forney Building)

2. Bring cards to Mrs. Johnson for signature

3. Fill out all copies of registration card and other materials in registration packet. Data for schedule section of cards:

   3 Educ. 668 9-4 Sat. 35CA Johnson

4. Take set of registration cards, class card, and fees slip to Rosenthal Gymnasium. Turn in your materials in the "Fees" line.

February 16, 1971

Memorandum to: Institute Participants

From: Mary Frances K. Johnson
Director

Re: FIRST SESSION OF INSTITUTE - February 20

We look forward to seeing you again on Saturday, February 20, when the first session of the Institute will be held. Coffee will be available beginning at 8:30 a.m., and the opening session will begin at 9:00 a.m.

Reminder: don't forget to bring your statement of your particular needs, problems, and interests concerning the selection of instructional media and the building of an adequate collection for your school. These statements will be used by the study group leaders in planning study group activities.

See you Saturday.

Memorandum to: ______________________________

From: Mary Frances K. Johnson
Director, Institute for School Librarians

Re: INSTITUTE PROGRAM & ARRANGEMENTS

Enclosed with this memorandum are the following materials:

- Schedule for the Institute Sessions
- Presentations: Outline of Topics
  - This information is intended to help indicate the general nature of Institute presentations and to show topics/emphases of the several lecturers and consultants. It is being sent only to staff.
- Staff (list)
- List of participants, which gives the schools and school systems they represent

Also enclosed is a form on which you are asked to indicate such information as your willingness for us to make an audiotape of your presentation, you needs for audiovisual equipment, and your social security number. Please return this form as soon as it is convenient. The social security number is needed to have your honorarium check issued. This check will be ready on the day of your presentation.

Please let me know if you have suggestions for readings (books or chapters, periodical articles, etc.) related to your topic, for addition to the Institute bibliography and/or for purchase for use by participants.

Please let me know if I can be of help with your planning. If you should like to have materials duplicated for distribution to participants, we'll be prepared to produce them: send a copy to me for reproduction.

We look forward to having you with us.

Notes to out-of-state lecturers:

> Reservations have been made for you for Friday night, ________________ at the Hilton, 830 West Market Street, Greensboro. A confirmation of your reservation, which is guaranteed for late arrival, will be mailed to you by the Inn. We have asked that you be pre-registered.
>
> Your travel expenses, based on the customary USOE formulas, will be reimbursed after the date of your presentation. During your stay we will give you forms for use in requesting reimbursement.

MFKJ/mek

Enclosures

Building School Media Collections
Institute for School Librarians
University of North Carolina at Greensboro February 12, 1971

PRESENTATIONS: OUTLINE OF TOPICS

February 20

Bases for Building School Media Collections Mary V. Gaver

Keynote lecture giving overview of factors involved In developing/maintaining adequate collections--e.g., objectives, needs of clientele, scope, balance, selection principles.

February 27

Films

RESOURCES FOR LEARNING (McGraw-Hill)

Survey of media forms and modes of using them in teaching/learning: presentation, interaction, independent study.

AT THE CENTER (ALA)

Role of school media specialist.

Multimedia presentation W. Hugh Hagaman and Michael Molenda

Locally designed and produced presentation which uses several media forms in combination and/or sequence, to serve as a basis for discussion of:

Characteristics and communications potentials of different media forms

Need for comprehensive media collections to serve instructional purposes

Special interest groups (participants choose one of following)

Equipment clinic W. Hugh Hagaman and Michael Molenda

"Catch-up" help for participants who need to learn to use audiovisual equipment in order to preview and evaluate materials: 16mm projector, sound filmstrip viewer, audio tape recorders (reel-to-reel and cassette), automatic slide projector, etc.

Evaluation of materials Ellen W. Day and Dorothy Rhame

Criteria for evaluation of audiovisual media; application of criteria to appraisal of selected materials (e.g., sound filmstrips, transparencies)

March 6

Building Collections Responsive to Student Populations: Dimensions of Relevance — Alice Rusk

Factors that influence the "appeal" of materials--e.g., content, format, medium--with emphasis on guidelines for selecting and providing multi-ethnic media.

Tools for Use in Selection/Acquisition of Media — Mary Frances Johnson

A survey of trade bibliographies, indexes, evaluative lists, and reviewing media--as a base for independent examination and use of these tools.

March 13

Trends in Organization for Instruction and Implications for Use of Media — Marian P. Franklin

Discussion of alternatives in the vertical and horizontal organization of instruction--nongrading, etc.; team teaching, etc.--with indication of their impact on use of Media: how such trends change teachers' and students' needs for and ways of using materials and equipment.

Trends in Publishing/Production of Instructional Media — Cora Paul Bomar

A survey of what's being produced (media formats, current rates of publication/producation, some major emphases and gaps), and analysis of the output for trends (e.g., series titles; kits; reissues of old 16mm films as 8mm loops; etc.).

Special interest groups (participants choose one of following--or study independently)

Approaches in reading instruction

A review of major reading instruction "methods," discussing basic characteristics of each, kind of materials used, implications for school library media collections.

Microforms in school media collections — Sangster Parrott

A survey of microforms (especially microfilm and microfiche) and related equipment, discussing characteristics and capability of the medium, types of content available in that form, guides to selection (tools, etc.).

March 20

Defining Policies in Critical Areas of Selection and Acquisitions — Mary V. Gaver

Distinction between principles and working policies; discussion of areas (e.g., subject areas, media formats) which present problems and challenges in selection; guidelines concerning formulation of policy statements.

March 20 (continued)

Intellectual Freedom — Mary V. Gaver
"Selection vs. censorship"; the librarian's responsibility; useful position papers from professional groups; guidelines.

Special interest groups: same as March 13

March 27

Long-range Planning for Building Media Collections — Mae Graham
The use of Planning, Programming, Budgeting Systems (PPBS) approaches to projecting needs and developing collections; discussion of guidelines for collections--e.g., what weight can/should be given to qualitative and quantitative standards (national, regional, state)?

Interlibrary Cooperation in Collections — Mae Graham
An overview of possibilities, issues in cooperation: within school systems; between different types of libraries. E.g.: is the need growing? changing? Promising practices, emerging possibilities? What makes cooperation feasible?

Problems in Marketing Practices — Pauline Myrick
Survey and analysis of packaging and sales approaches to guard against--e.g., package deals, lease-purchase plans, remaindering, direct sales approaches bypassing media specialists, telephone sales campaigns, etc.

April 3

Budget Sources and Procedures — James W. Carruth
State aid for instructional media: sources; changes in allocation/distribution; guidelines for use; prospects for 1971-72.
Federal aid for instructional media: sources; prospects.

Trends in Curriculum - and Implications for Use of Media — Dwight Clark
An overview of trends in curriculum development--e.g., downward and upward extensions of content (such as economics studies in primary levels); themes and emphases (such as "discovery" approaches in science, black studies, etc.). Discussion of implications for school media collections--e.g., what roles do instructional media other than textbooks serve in the curriculum? who uses media, where?

April 3 (continued)

Special interest groups (participants choose one of following--or study independently)

Film evaluation — Michael Molenda

Analysis of basic film techniques, using selected film segments for analysis; discussion and application of criteria for appraisal of films. (Emphasis: film as art form/medium of communication--rather than instructional films.)

Audiovisual Equipment: selection and use — W. Hugh Hagaman

Discussion of guidelines for a planned program of equipment purchase: basic types; suggested models; guides to quantity; maintenance and repair program. Assistance to Institute participants in specific selection problems.

April 17

Selection /Evaluation and Acquisition of Media: Systems Approaches — Richard Darling

Cooperative approaches to evaluation of media: e.g., organization of committees/groups for review and preliminary appraisal of materials; provision/use of examination collections; means for recording/distributing evaluation. Evaluating media in terms of performance criteria. Centralized programs for acquisition of media (school system level).

Special interest groups: same as April 3

April 24

The Right to Read Effort — Virginia Mathews

Dimensions of the reading problem; basic assumptions underlying the right to read effort; major thrusts in the national effort (who's doing what); guidelines for school library media specialists.

(If time permits: discussion of Sesame Street: findings; spinoff effects; guidelines and materials available to school media specialists to help in supporting this programming.

May 1

Film: MAKE A MIGHTY REACH (I/D/E/A)

To be used to summarize points and views introduced earlier and to reinforce concept that the nature and scope of school= media collections must be reviewed continuously to keep pace with change in education.)

To: Mary Frances K. Johnson
Director, Institute for School Librarians
School of Education
University of North Carolina at Greensboro
Greensboro, North Carolina 27412

From: ______________________________

1. You have my permission to make an audiotape recording of my presentation for later use by Institute participants and staff. ____ yes ____ no

2. I will furnish a copy of my presentation (outline/notes/or paper) for the Institute files. ____ yes ____ no

3. My social security number is: ________________

4. I will need the following audiovisual equipment for my presentation:

____Overhead projector

____Automatic slide projector (Kodak Carousel)

____Filmstrip projector

____Sound filmstrip projector

____16mm projector

____Other (Please list below)

____

____

To: Mary Frances K. Johnson
Director, Institute for School Librarians
School of Education
University of North Carolina at Greensboro
Greensboro, North Carolina 27412

From: ______________________________

Re: TRAVEL PLANS

______ I plan to fly to/from Greensboro. Note: specify the Greensboro (Friendship) Airport - "the airport serving Greensboro, High Point, and Winston-Salem."

We will meet your flight.

Arrival: ________________
date

Airline & flight number: ____________________

Arrival time in Greensboro: ____________________

Departure:

Airline & flight number: ____________________

Departure time from Greensboro: ____________________

______ I plan to drive to/from Greensboro

Arrival time (estimated): ____________________

Institute Study Groups

Group 1.
Leader: Miss Cora Paul Bomar
Members:

Elementary School	
Mrs. Matilda Baxa	(Danville City Schools)
Miss Joyce Davis	(Salisbury City Schools)
Mrs. Carrie Malveau	(Fayetteville City Schools)
Mrs. Brenda Sechrest	(Guilford County Schools)
Mrs. ~~Jus~~tina Walker	(Alamance County Schools)
Middle & Junior High School	
Mrs. Evelyn Evans	(Davidson County Schools)
Mrs. Sarah Furgurson	(Pittsylvania County Schools)
Mrs. Laura McBrayer	(Winston-Salem/Forsyth Schools)
High School	
Mr. Augie Beasley	(Charlotte-Mecklenburg Schools)
Mr. Samuel Nixon	(Henry County Schools)
Mrs. Paula Williams	(Alamance County Schools)

Group 2.
Leader: Mrs. Mary Frances K. Johnson
Members:

Elementary School	
Mrs. Ann Brady	(Statesville City Schools)
Mrs. Janet Dishon	(Roanoke County Schools)
Mrs. ~~Ruth~~ Sowers Betty	(Davidson County Schools)
Mrs. Ruth Vestal	(Greensboro City Schools)
Mrs. Melba Whitley	(Guilford County Schools)
Mrs. Helen Wilkinson	(Concord City Schools)
Middle & Junior High School	
Mrs. Margaret Campbell	(Thomasville City Schools)
Mrs. Nancy Houston	(Alamance County Schools)
Mrs. Martha Peters	(Eden City Schools)
High School	
Sister Grace Dorothy Fenning	(Parochial, Winston-Salem)
Mrs. Dolly Thompson	(Danville City Schools)
Supervisor	
Mrs. Margaret Grill	(Harnett County Schools)

Group 3.
Leader: Mrs. Pauline Myrick
Members:

Elementary School	
Mrs. Phoebe Curry	(Lexington City Schools)
Mrs. Elizabeth Friggle	(Greensboro City Schools)
Mrs. Elizabeth Kemp	(Lumberton City Schools)
Mrs. Lucille Pegram	(Guilford County Schools)
Mrs. Betty Teem	(Asheboro City Schools)
Mrs. Marjorie Walker	(Eden City Schools)
Middle & Junior High School	
Mrs. Pauline Frazier	(Durham County Schools)
Mrs. Wilhelmina Lash	(Winston-Salem/Forsyth Schools)
Mrs. Elizabeth Parker	(Roanoke City Schools)
High School	
Mrs. Julia Nixon	(Martinsville City Schools)
Miss Cynthia Walker	(Vance County Schools)
Grades 1-12	
Mrs. Elva V. Thomas	(Richmond County Schools)

Institute for School Librarians
School of Education, UNC at Greensboro
February 20 - May 1, 1971

STUDY GROUPS

Purposes

1. Follow-up of general session and interest group presentations

    - Discuss
    - Give further information, guidance to study group members
    - Have members evaluate presentations

2. Study selection principles, policies, procedures--emphasizing topics from the selection policy document (outline) that are of particular interest to participants

    - Have the group pick topics for study
    - Plan and guide group work on these--culminating in final report to total participants in last session (May 1)

    Notes: a reserve collection will be provided. Sound filmstrips available in CIM may be useful.

3. Guidance of participants in development of selection policy document (the over-all requirement)

    - Guide members in developing policy document: interpret the assignment to them, set target dates for drafts of particular sections, guide them
    - Collect and evaluate the documents
    - Confer with individual participants concerning needs of their particular situations

4. Individual, small-group, and group evaluation of materials (if time permits)

    - Group preview/evaluation sessions
    - Brief presentations by participants of materials they have evaluated
    - Analyses of selection tools

5. Coordination of Institute arrangements

    - Schedule participants for interest groups, individual conferences
    - Preview the plans for forthcoming sessions
    - Distribute materials
    - Circulate the reserve collection assigned to the group

Organization

1. Study group leader will coordinate the work of the group.

2. Each study group will designate a representative (2?) to a committee to plan for final session activities on May 1.

3. Use time as appropriate to group members' needs: for study group work or for independent study, as needed.

Institute for School Librarians

STUDY GROUPS (page 2)

Requirements

1. Group work (total study group) on topics of particular concern to the study group members (subgroups may be set up within the group, as needed)

   Examples:

   Guidelines for appraisal of the existing collection

   Criteria for materials for specific subjects, target groups, purposes

   Evaluating materials in terms of bahavioral objectives

   Developing long-range plan for building a collection

2. Development of comprehensive selection policy document for the individual school (or system)

   Each participant is to develop a document. Emphases may vary according to the individual's needs and situation.

   Participants may be asked to draft sections of the document and bring them in for review at intervals during the Institute--e.g.,
      Objectives
      Principles
      Policies

Evaluation of participants

1. Inventory of entry-level knowledge (administered February 20)

2. Work on selected topics of study, in study groups
   a. Contribution to group process and activities
   b. Quality of work done, measured by the group's final report on May 1

3. Selection policy document

4. Work done in evaluation of materials, analysis of selection tools (?)

5. Inventory of knowledge at end of Institute (administered May 1)

Education 668
Building School Media Collections
UNC at Greensboro 2-71

SELECTION POLICY DOCUMENT: OUTLINE

I. Objectives of the media collection

Statement of objectives in relation to the particular school: needs of students, teachers, curriculum, instructional practices.

II. Roles and responsibilities in selection of media

Identification of roles of: media specialists, teachers, students, parents; school system personnel; board of education; other library agencies.

III. Evaluation of media

- A. Criteria
    - 1. General
    - 2. Specific criteria for specific types of materials, e.g., trade books, reference books, textbooks, periodicals, pamphlets, films, filmstrips, slides, transparencies, recordings, etc.
- B. Selection tools and their use

IV. Principles for building media collections

- A. Quality
- B. Scope: media forms, subjects, etc.
- C. Range: levels
- D. Size of collection
- E. Balance

V. Procedures for building media collections

- A. Long-range planning
- B. Adoption of policies
- C. Continuous selection
- D. Cooperation in evaluation and selection
- E. Continuous reevaluation
- F. Procedures for handling complaints

VI. Policies for specific areas of the collection--e.g.:

- A. Media forms represented
- B. Formats and bindings
- C. Subjects and treatments
    - 1. Emphases of the collection
    - 2. Policies on "controversial" issues
- D. Materials published/produced in series
- E. Materials for special needs, e.g.:
    - 1. Slow and reluctant readers
    - 2. Visually handicapped
    - 3. "Special education" groups
- F. Gifts
- G. Duplicates
- H. Replacements

Building School Media Collections
Institute for School Librarians

SESSION 1

February 20, 1971

Morning

8:30	Coffee	Room 35-36
9:00	Orientation	Room 35-36
9:45	Break	
10:00	Lecture: Bases for Building School Media Collections Miss Mary V. Gaver, Professor Graduate School of Library Service Rutgers University	Room 35-36
	Discussion	
11:45	Break	
12:00	Lunch: group meal	

Afternoon

1:15	Study Groups Group I - Miss Cora Paul Bomar		Room 41-43
	Group II - Mrs. Mary Frances Johnson		Room 11
	Group III - Mrs. Pauline Myrick		Room 63
2:15	Break		
2:30	* **Tour A** Jackson Library and Center for Instructional Media Mrs. Rhame	**Tour B** Center for Instructional Media and Jackson Library Mrs. Day	**Individual Conferences** with study group leaders (for particpants familiar with campus)
4:00	Announcements		Room 35-36
4:15	Adjournment		

* Participants will sign up in advance for tour or conference.

Building School Media Collections
Institute for School Librarians SESSION 2 February 27, 1971

Morning

8:30	Coffee		Room 35-36
9:00	Film: AT THE CENTER, RESOURCES FOR LEARNING		Room 35-36
10:00	Break		
10:45	Study Groups		
	Group I	Miss Bomar	Room 41-43
	Group II	Mrs. Johnson	Room 11
	Group III	Mrs. Myrick	Room 63
11:45	Break		
12:00	Lunch: free choice		

Afternoon

1:15	Multimedia Presentation Dr. W. Hugh Hagaman Mr. Michael H. Molenda		Room 35-36
	Discussion		
3:00	* Equipment Clinic Dr. Hagaman, Mr. Molenda Room 11	* Evaluation of Materials Mrs. Day, Mrs. Rhame The Center	* Individual Conferences with study group leaders
4:00	Announcements		Room 35-36
4:15	Adjournment		

* Participants will sign up in advance for interest group or for conference.

Building School Media Collections
Institute for School Librarians SESSION 3 March 6, 1971

Morning

8:30 Coffee Room 35-36

9:00 Lecture: Dimensions of Relevance: Building Collections Responsive to Student Populations Room 35-36

Mrs. Alice Rusk
Director of Library Services
Baltimore City Public Schools

Discussion

10:30 Break

10:45 Continuation of presentation and/or Independent Study

11:45 Break

12:00 Lunch: group meal

Afternoon

1:15 Study Groups

Group I	Miss Bomar	Room 41-43
Group II	Mrs. Johnson	Room 11
Group III	Mrs. Myrick	Room 63

2:15 Independent Study *Individual Conferences with study group leaders

3:00 Lecture: Selection Tools for Use in Building Media Collections Room 35-36

Mrs. Johnson

4:00 Adjournment

*Participants will sign up in advance for conference.

Building School Media Collections
Institute for School Librarians SESSION 4 March 13, 1971

Morning

8:30	Coffee			Room 35-36
9:00	Lecture: Trends in School Organization for Instruction - and Implications for Use of Media Dr. Marian Franklin, Professor School of Education, UNC-G Discussion			
10:30	Break			
10:45	Continuation of presentation and/or Independent Study			Room 35-36
11:15	Study Groups			
	Group I	Miss Bomar		Room 41-43
	Group II	Mrs. Johnson		Room 11
	Group III	Mrs. Myrick		Room 63
11:45	Break			
12:00	Lunch: free choice			

Afternoon

1:15	Lecture: Trends in Publishing/Production of Instructional Media Miss Bomar			Room 35-36
2:15	Break			
2:30	*Approaches in Reading Instruction Miss Lou Bradley Room 35	*Microforms in School Media Collections Miss Sangster Parrott Room 11	*Independent Study	*Individual Conferences with study group leaders
4:00	Announcements			Room 35-36
4:15	Adjournment			

* Participants will sign up in advance for interest group (note that these groups will be repeated on March 20) or for conference

Building School Media Collections
Institute for School Librarians SESSION 5 March 20, 1971

Morning

8:30	Coffee			Room 35-36
9:00	Lecture: Defining Policies in Critical Areas of Selection and Acquisitions Miss Mary V. Gaver Discussion			Room 35-36
10:30	Break			
10:45	Lecture: Intellectual Freedom Miss Gaver			Room 35-36
11:45	Break			
12:00	Lunch: group meal			

Afternoon

1:15	Study Groups			
	Group I	Miss Bomar		Room 41-43
	Group II	Mrs. Johnson		Room 11
	Group III	Mrs. Myrick		Room 63
2:15	Break			
2:30	*Approaches in Reading Instruction Miss Bradley Room 35	*Microforms in School Media Collections Miss Parrott	Independent Study	*Individual Conferences with study group leaders
4:00	Announcements			Room 35-36
4:15	Adjournments			

* Participants will sign up in advance for interest group or for individual conference.

Building School Media Collections
Institute for School Librarians SESSION 6 March 27, 1971

Morning

8:30	Coffee	Room 35-36
9:00	Lecture: Long-Range Planning for Building Media Collections Miss Mae Graham, Assistant Director Division of Library Development Maryland State Department of Education Discussion	Room 35-36
10:45	Break	
11:00	Lecture: Interlibrary Cooperation in Collections Miss Graham	Room 35-36
11:45	Break	
12:00	Lunch: group meal	

Afternoon

1:15	Study Groups	
	Group I Miss Bomar	Room 41-43
	Group II Mrs. Johnson	Room 11
	Group III Mrs. Myrick	Room 63
2:15	Break	
2:30	Lecture: Problems in Marketing Practices for Instructional Media Mrs. Myrick Discussion	Room 35-36
4:00	Adjournment	

Building School Media Collections
Institute for School Librarians SESSION 7 April 3, 1971

Morning

8:30	Coffee		Room 35-36
9:00	Announcements		Room 35-36
9:15	Study Groups		
	Group I	Miss Bomar	Room 41-43
	Group II	Mrs. Johnson	Room 11
	Group III	Mrs. Myrick	Room 63
10:15	Break		
10:30	Lecture: Budget Sources and Procedures Mr. J. W. Carruth, Director Division of Educational Media N. C. State Department of Public Instruction		Room 35-36
	Discussion		
12:00	Lunch: free choice		

Afternoon

1:15	Lecture: Trends in Curriculum - and Implications for Use of Media Dr. Dwight Clark, Associate Professor School of Education, UNC-G		Room 35-36
	Discussion		
2:45	Break		
3:00	*Film Evaluation Mr. Molenda Room 35	*AV Equipment: Selection & Use Dr. Hagaman Room 11	Independent Study and/or *Individual Conferences
4:00	Adjournment		

* Participants will sign up in advance for interest group (note that these groups will be repeated on April 17) or for individual conference.

Building School Media Collections
Institute for School Librarians SESSION 8 April 17, 1971

Morning

8:30	Coffee	Room 35-36
9:00	Lecture: Selection/Evaluation/Acquisition of Media: Systems Approaches Dr. Richard L. Darling, Dean School of Library Service Columbia University	Room 35-36
	Discussion	
10:45	Break	
11:00	Continuation of presentation and/or Independent Study	
12:00	Lunch: group meal	

Afternoon

1:15	Study Groups Group I	Miss Bomar	Room 41-43
	Group II	Mrs. Johnson	Room 11
	Group III	Mrs. Myrick	Room 63
2:30	Break		
2:45	*Film Evaluation Mr. Molenda Room 35	*AV Equipment: Selection & Use Dr. Hagaman Room 11	Independent Study and/or *Individual Conferences
3:45	Announcements		Room 35-36
4:00	Adjournment		

* Participants will sign up in advance for interest group or for conference.

Building School Media Collections
Institute for School Librarians SESSION 9 April 24, 1971

Morning

8:30	Coffee		Room 35-36
9:00	Lecture: The Right to Read Effort Miss Virginia Mathews Deputy Director National Book Committee, Inc.		Room 35-36
	Discussion		
10:45	Break		
11:00	Continuation of presentation and/or Independent Study		
11:45	Break		
12:00	Lunch: group meal		

Afternoon

1:15	Study Groups		
	Group I	Miss Bomar	Room 41-43
	Group II	Mrs. Johnson	Room 11
	Group III	Mrs. Myrick	Room 63
2:15	Independent Study	*Individual Conferences	
3:45	Announcements		Room 35-36
4:00	Adjournment		

* Participants will sign up in advance for individual conference.

Building School Media Collections
Institute for School Librarians SESSION 10 May 1, 1971

Morning

8:30	Coffee	Room 35-36
9:00	Reports and Presentations from Study Groups	Room 35-36
12:00	Lunch: group meal	

Afternoon

1:30	Institute Summary and Evaluation	Room 35-36

PARTICIPANT'S CHECKLIST

Speaker: ____

Please check one column to indicate the usefulness of the presentation in relation to the Institute's objectives.

Very Useful	Useful	Undecided	Possibly Useful	Not Useful
________	________	________	________	________

Comments:
(Please comment on: (1) content presented, (2) quality of presentation: organization, value of supporting materials, if any, and delivery.)

BUILDING SCHOOL MEDIA COLLECTIONS

Institute for Schoo Librarians
School of Education, UNC-G

OBJECTIVES

Emergence of new media formats . . . proliferation of materials . . . new marketing approaches . . . time pressures . . . curriculum demands . . . changes in State and Federal funding . . . these and other forces make the selection of materials in print and audiovisual forms both more critically important and more complex. The Institute on Building School Media Collections offers opportunity for thirty-five practicing school librarians and school library supervisors to extend and upgrade their competencies in selection of instructional materials.

Objective of the Institute are to assist participants:

1. To develop increased knowledge and understanding of trends in curriculum and instruction and their implications for school media collections
2. To become better informed about content and format factors influencing students' preferences in materials
3. To develop competency in use of criteria, selection tools, and processes for evaluation and acquisition of materials
4. To extend their knowledge of currently available materials and media formats, with emphasis on materials in critical areas
5. To gain competence in defining and administering effective selection policies and procedures.

BUILDING SCHOOL MEDIA COLLECTIONS
INSTITUTE FOR SCHOOL LIBRARIANS
UNC at Greensboro Spring 1971

PARTICIPANTS' CHECKLIST

I. GUEST LECTURERS

Please check one column for each speaker to indicate the usefulness of the presentation in relation to the Institute's objectives.

		Very Useful	Useful	Undecided	Possibly Useful	Not Useful
Feb. 20	Mary Gaver					
March 6	Alice Rusk					
Mar. 13	Marian Franklin					
Mar. 20	Mary Gaver					
Mar. 27	Mae Graham					
Apr. 3	J. W. Carruth					
Apr. 17	Richard Darling					
Apr. 24	Virginia Mathews					

COMMENTS: ______________________________

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____

____

Checklist, p. 2 95

II. OTHER GENERAL PERESENTATIONS

		Very Useful	Useful	Unde- cided	Possibly Useful	Not Useful
Feb. 27	Film: RESOURCES FOR LEARNING					
Feb. 27	Film: AT THE CENTER					
Feb. 27	Multimedia presentation					
Mar. 6	Selection tools (Johnson)					
Mar. 13	Trends in publishing/ production (Bomar)					
Mar. 27	Problems in marketing (Myrick)					

COMMENTS:____

____

____

III. SPECIAL INTEREST SESSIONS

Please check one column to indicate the usefulness of the presentation in relation to the Institute's objectives. Leave blank all columns for any interest session you did not attend.

		Very Useful	Useful	Unde- cided	Possibly Useful	Not Useful
Feb. 27	Equipment clinic					
Feb. 27	Evaluation of materials					
Mar. 13- 20	Approaches in reading instruction (Bradley)					
"	Microforms (Parrott)					
Apr. 3, 17	Film evaluation (Molenda)					
"	AV equipment (Hagaman)					

Comments: ____

____

____

Checklist, p. 3

IV. STUDY GROUPS

Circle your study group number: I II III

A. Organization of study groups

	Yes	Not sure	No
Was there sufficient time to accomplish the major group purposes?			
Did all participate?			
Did you feel dominated by one person?			
Was the group size conducive to general discussion?			

B. Organization of subgroups

Subgrouping helped me:	Very Useful	Useful	Not Useful
Become better acquainted with Institute participants			
Study topics of personal interest			
Clarify my points of view			
C.			
C. Final reports from the study groups were:			
D. Selection policy document			
Appropriate assignment for Institute?			
Future value for my work:			

Comments: ______________________________

____

____

Checklist, p. 4

V. ARRANGEMENTS

	Good	Satisfactory	Poor
1. Was adequate information mailed to you concerning the Institute?			
2. Was adequate orientation given (Jan. 30, Feb. 20)?			
3. Coffee service			
4. Group meals			
5. Provisions for "free choice" lunches			
6. Physical facilities used for the Institute			
7. Equipment available			
8. Materials and resources supplied/available			
9. Ability to communicate freely with director and staff			
10. Time schedule			
a. Sufficient breaks?			
b. Sufficient free time for independent study?			
c. Sufficient time for group/subgroup work?			
d. Appropriate time allotment for speakers?			
e. Right number of sessions (10)?			

Comments:

BUILDING SCHOOL MEDIA COLLECTIONS
Institute for School Librarians
UNC at Greensboro Spring 1971

____
your name

Personal Statement

Please write below a statement indicating your summary impressions of the Institute and its effects.

BUILDING SCHOOL MEDIA COLLECTIONS
Institute for School Librarians
UNC at Greensboro Spring 1971

____
name of participant

STAFF EVALUATION OF PARTICIPANTS

I. Factors to be used in determining grade

	Poor	Fair	Satisf.	Good	Superior
A. SELECTION POLICY STATEMENT	___	___	___	___	___
1. Soundness of content	___	___	___	___	___
2. Scope Adequate breadth of coverage? Adequate depth of treatment	___	___	___	___	___
3. Presentation Organization? Clear style? Good form?	___	___	___	___	___

Comments:

B. Drafts submitted periodically (omit if unable to judge)	___	___	___	___	___

1. Evidence of preparation?

2. Quality of drafts

3. Generally punctual?

Comments:

____
Name of participant

	Poor	Fair	Satisf.	Good	Superior
C. Subgroup report					
1. Soudness of content	____	____	____	____	____
2. Value of content Appropriate to Institute? Useful to participants?	____	____	____	____	____
3. Quality of presentation Organization? Delivery?	____	____	____	____	____

Comments:

D. Narrative statement of May 1 Evidence of: Grasp of Institute "content" Ability to apply to own job	____	____	____	____	____

Comments:

E. Other factors (please note);

	Poor	Fair	Satisf.	Good	Superior
OVERALL EVALUATION OF THE PARTICIPANT:	____	____	____	____	____

Suggested grade: ______

____
signature of evaluator

Evaluation, page 3

____
name of participant

II. Other factors

A. Study group-subgroup work	Poor	Fair	Satisf.	Good	Superior
Evidence of					
Participation	___	___	___	___	___
Enthusiasm	___	___	___	___	___
Leadership	___	___	___	___	___
Group skills	___	___	___	___	___
Contribution to the group	___	___	___	___	___
B. General participation					
Attendance	___	___	___	___	___
Interest (involvement, willingness)	___	___	___	___	___

C. Other comments (please note);

May 27, 1971

MEMORANDUM TO: Institute Participants

FROM: Mary Frances K. Johnson

RE: Selection Policy Statements

The selection policy statements have been reviewed by the study group leaders and the Institute director and are herewith returned to you.

On the basis of our review of the thirty-five selection policy statements, the following suggestions emerged. We offer them for your consideration as you work with your school faculty (or school system) to review your draft statement and have it adopted as official policy. Please note that not all suggestions will apply to each of you.

1. Review sections of the statement to make sure that policies are specific enough to serve as guides to decisions.

   "Action" statements, in general, communicated your intent more clearly than did broad statements of principle (whose application could only be inferred).

2. Identify and eliminate unnecessary overlap.

   (The outline furnished to you proved to be overlapping in some instances.)

3. Try to "reduce" the various statements of criteria furnished to you (if you have not already done so).

   . An effective approach used by a number of you was: providing a statement of general criteria applicable to all materials, all media formats--followed by brief statements of supplementary criteria to be used in evaluating given types/subjects/etc. For example, supplementary criteria for filmstrips, for multiethnic materials, for textbooks.

4. Include an evaluation form: a general one for use with all materials, keyed to the general criteria.

5. If you feel that longer statements of criteria for specific media (such as those distributed to you) are needed, transfer them to an appendix.

6. Likewise, if you wish to list selection tools that will be consulted, transfer such lists to an appendix.

   The "weight" of reading, for users of the policy statement, will thus be reduced--and the policy statement may not become dated as quickly.

7. Within the body of the selection policy statement, state policies concerning long-range planning--but transfer current/projected long-range plans to an appendix.

   Again, the actual plans may/should change frequently. They represent an application of the policies and a step-by-step progression toward the priorities your school (or system) has established. Although vitally important, they form a supplement to the selection policy statement per se.

8. If you are incorporating quotations from other published/printed sources, show what statements are quoted and indicate the source of the quotation.

   Quotations may be designated by use of quotation marks or by special margins and spacing of the quoted matter. The source quoted may be indicated informally (e.g., School Library Bill of Rights, AASL, 1969) rather than by means of footnotes.

9. Use the policy statement as a preliminary draft for review and revision by the faculty of your school. Test statements within it for validity, clarity, acceptance. The resulting policies, submitted through appropriate channels for adoption, will be "the school's" policies--rather than those of the media specialist.

A note about grades. Since each of you enrolled for graduate credit, assignment of grades was necessary. After considerable thought, the study group leaders agreed that the following factors could be used in evaluation: (1) selection policy statements, (2) study group reports (for which a group grade was assigned), and (3) personal statements written May 1. Each study group leader made preliminary evaluations of her study group members, which were then reviewed by the three leaders.

Excluded from our evaluation were such factors as "interest," "involvement," and participation--for which it would have been impossible to distinguish between participants. As we tried to tell you throughout the Institute, your response was outstanding. Your commitment and enthusiasm were a constant challenge to the staff.

BUILDING SCHOOL MEDIA COLLECTIONS
Institute for School Librarians
University of North Carolina at Greensboro

May 1, 1971

TAPE RECORDINGS OF INSTITUTE PRESENTATIONS

Audio tape recordings of the following presentations will be available for purchase from the Division of Educational Media, North Carolina State Department of Public Instruction. Tapes will be furnished in reel-to-reel format.

Tapes are duplicated and sent to purchasers upon the receipt of an official purchase order, which should be addressed to:

Mr. J. M. Shaver
Chief Consultant, Production and Technical Services
Division of Educational Media
State Department of Public Instruction
Raleigh, North Carolina 27602

The price per tape is $2.25 for 7" reels. If you prefer to send your own blank tapes, you will be billed for postage only.

We cannot supply at this time information on the number of tapes required to carry the presentations. It is suggested that you check with the Division of Educational Media before placing orders. Tapes should be available in the summer of 1971.

Gaver, Mary V. BASES FOR BUILDING SCHOOL MEDIA COLLECTIONS. Part I; Part II. (February 20, 1971)

Rusk, Alice. DIMENSIONS OF RELEVANCE: BUILDING COLLECTIONS RESPONSIVE TO STUDENT POPULATIONS. Part I; ~~Part II.~~ (March 6)

Franklin, Marian P. TRENDS IN ORGANIZATION FOR INSTRUCTION AND THEIR IMPLICATIONS FOR USE OF MEDIA. Part I; Part II. (March 13)

Bradley, Lou. APPROACHES IN READING INSTRUCTION (March 13)

Parrott, M. Sangster. MICROFORMS IN SCHOOL MEDIA COLLECTIONS (March 13)

Gaver, Mary V. INTELLECTUAL FREEDOM (March 20)

Gaver, Mary V. DEFINING POLICIES IN CRITICAL AREAS OF SELECTION (March 20)

Carruth, James W. BUDGET FOR SCHOOL MEDIA COLLECTIONS (April 3)

Clark, Dwight. APPROACHES IN CURRICULUM DESIGN AND IMPLICATIONS FOR USE OF MEDIA (April 3)

Darling, Richard L. COOPERATIVE APPROACHES TO EVALUATION OF MEDIA. Part I; Part II. (April 17)

Mathews, Virginia. THE RIGHT TO READ EFFORT. Part I; Part II (April 24)

Building School Media Collections
Institute for School Librarians
University of North Carolina at Greensboro Spring 1971

ROSTER OF PARTICIPANTS

Name and Home Address	Employment Address 1970-71	Post-Institute Employment Address	Number of Dependents
Baxa, Mrs. Matilda B. 157 Broad St. Danville, VA 24541	Grove Park School 1070 S. Main St. Danville, VA 24541	Same	0
Beasley, Mr. Augie E. 1905 Tippah Ave. Charlotte, NC 28205	East Mecklenburg High School 6800 Monroe Rd. Charlotte, NC 28212	Same	2
Brady, Mrs. Ann L. 444 West End Ave Statesville, NC 28677	Avery Sherrill School 1400 4th St. Statesville, NC 28677	Same	0
Campbell, Mrs. Margaret M. 1266 W. Sedgefield Dr. Winston-Salem, NC 27107	Church Street Middle School Thomasville, NC 27360	Same	3
Curry, Mrs. Phoebe S. Route 1, Box 544 Lexington, NC 27292	Dunbar Intermediate School 300 Smith Ave. Lexington, NC 27292	Same	0
Davis, Miss Joyce L. 212 Clay St. Salisbury, NC 28144	Henderson Elementary School 1215 N. Main St. Salisbury, NC 28144	Same	0
Dishon, Mrs. Janet M. 1803 Oxford Ave., S.W. Roanoke, VA 24015	East Salem Elementary School 1765 Boulevard Salem, VA 24153	Same	1
Evans, Mrs. Evelyn K. Route 8, Box 422 Lexington, NC 27292	North Davidson Junior High School Route 10, Critcher Dr. Lexington, NC 27292	Same	0
Fenning, Sister Grace Dorothy 1975 Georgia Ave. Winston-Salem NC 27103	Bishop McGuinness High School 1730 Link Rd. Winston-Salem, NC 27103	Same	0
Frazier, Mrs. Pauline S. Route 4, Box 298 Lumley Rd. Durham, NC 27703	John W. Neal Junior High School Route 5, Box 600 Durham, NC 27704	Same	0

Name and Home Address	Employment Address 1970-71	Post-Institute Employment Address	Number of Dependents
Friggle, Mrs. Elizabeth S. 1210 Jefferson Rd. Greensboro, NC 27410	Braxton Craven Elementary School 3701 Parkwood Dr. Greensboro, NC 27403	Same	0
Furgurson, Mrs. Sarah F. 274 Mt. View Ave. Danville, VA 24541	Blairs Junior High School Blairs, VA 24527	Same	0
Grill, Mrs. Margaret S. Route 3 Lillington, NC 27546	Library Supervisor Harnett County Board of Education Lillington, NC 27546	Same	2
Houston, Mrs. Nancy S. 2143 Canterbury Dr. Burlington, NC 27215	Elon College Middle School Elon College, NC 27244	Same	0
Kemp, Mrs. Elizabeth S. 736 E. 11th St. Lumberton, NC 28358	Janie Hargrave School Lumberton, NC 28358	Same	0
Lash, Mrs. Wilhelmena B. 1716 Hattie Ave. Winston-Salem, NC 27105	Glenn Junior High School Route 5 Kernersville, NC 27284	Same	2
Malveau, Mrs. Carrie P. 756 Chadwick Rd. Fayetteville, NC 28301	Haymount Elementary School Fayetteville, NC 28301	Same	1
McBrayer, Mrs. Laura M. 1056 S. Hawthorne Rd. Winston-Salem, NC 27103	Dalton Junior High School 1300 Bolton St. Winston-Salem, NC 27103	Same	0
Nixon, Mrs. Julia H. Route 1, Box 915 Fieldale, VA 24089	Martinsville High School Northside Dr. Martinsville, VA 24112	Coordinator of Elementary School Libraries Martinsville City Schools Martinsville, VA 24112	0
Nixon, Mr. Samuel A. Route 1, Box 915 Fieldale, VA 24089	Laurel Park High School Route 1, Box 141 E Martinsville, VA 24112	Supervisor of Educational Media Henry County Schools P.O. Box 511 Martinsville, VA 24112	3

Name and Home Address	Employment Address 1970-71	Post-Institute Employment Address	Number of Dependents
Parker, Mrs. Elizabeth R. 2609 Wycliffe Ave., S.W. Roanoke, VA 24104	William Ruffner Jr. High School 3601 Ferncliff Ave., N.W. Roanoke, VA 24017	Same	0
Pegram, Mrs. Lucille V. P. O. Box 53 Stokesdale, NC 27357	Summerfield Elementary School P. O. Box 98 Summerfield, NC 27358	Same	0
Peters, Mrs. Martha S. 241 Fairway St. Eden, NC 27288	Media Coordinator Eden City Schools Eden, NC 27288	Same	0
Sechrest, Mrs. Brenda H. Route 1, Box 149-A McLeansville, NC 27301	Alamance School Route 10, Box 472 Greensboro, NC 27406	McLeansville Elementary School P. O. Box 48 McLeansville, NC 27301	0
Sowers, Mrs. Ruth K. Route 8, Box 52 Lexington, NC 27292	Arcadia Elementary School and Reeds Elementary School	Same	0
Teem, Mrs. Betty M. 1628 Timberlane Asheboro, NC 27203	Charles McCrary School 400 Ross St. Asheboro, NC 27203	Same	1
Thomas, Mrs. Elva Virginia P. O. Box 85 Ellerbe, NC 28338	Rohanen School Box 951 Rockingham, NC 28379	Same	0
Thompson, Mrs. Dolly B. Route 1, Box 685 Ringgold, VA 24586	George Washington High School Danville, VA 24541	Same	0
Vestal, Mrs. B. Ruth 2604 Chantilly Pl. Greensboro, NC 27407	Foust Elementary School 2610 Highview Rd. Greensboro, NC 27406	Same	3
Walker, Miss Cynthia A. 1115 Park Ave. Henderson, NC 27536	Henderson High School Henderson, NC 27536	Same	0

Name and Home Address	Employment Address 1970-71	Post-Institute Employment Address	Number of Dependents
Walker, Mrs. Justina R. Route 2, Box 414 Burlington, NC 27215	Graham Elementary School P. O. Box 187 Graham, NC 27253	Same	0
Walker, Mrs. Marjorie T. Route 1, Box 274 Eden, NC 27288	Intermediate School Eden, NC 27288	Same	0
Whitley, Mrs. Melba D. 1603 Tuscaloosa St. Greensboro, NC 27406	Monticello Elementary School Route 1, Box 344 Brown Summit, NC 27412	Same	0
Wilkinson, Mrs. Helen W. 2200 S. Main St. Kannapolis, NC 28025	Coltrane-Webb School 61 Spring St., N.W. Concord, NC 28025	Same	1
Williams, Mrs. Paula M. 58 Hamilton Rd. Chapel Hill, NC 27514	Eastern High School Route 4 Mebane, NC 27302	Elementary School Librarian Durham County Schools Durham, NC	1